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ABSTRACT

This 149 item annotated bibliography on parent, home, and family life education begins with descriptions of a number of periodicals and bibliographies, and several studies of trends in home economics education. These are followed by 27 surveys of role perception, needs, interests, and participation; 25 studies on the training of professionals and nonprofessionals for home management, parent, and family life education; 17 special programs for low income groups; nine reports on consumer education and money management; and 56 other items concentrating on parent education (including parent child relationships and the teaching role of parents). Also included are instructions for ordering from the ERIC Document Reproduction Service, and a list of ERIC/AE publications. (LY)

ED 039 376

PARENT, HOME, AND FAMILY LIFE EDUCATION:
Current Information Sources, No. 30

July 1970

ERIC Clearinghouse on Adult Education

AA 000 554

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July 1970

INTRODUCTION

This annotated bibliography covers documents on parent, home and family life education flowing through the ERIC Clearinghouse on Adult Education (ERIC/AE) during the past 18 months. Many have been announced in Research in Education or in Current Index to Journals in Education, the best sources for keeping up with current literature in this field. These two abstract journals are now widely available in education libraries, universities, and school systems. Both of these catalogs should be scanned regularly to be informed of the latest literature on this subject.

RESEARCH IN EDUCATION
Superintendent of Documents
United States Government Printing Office
Washington, D.C. 20402
($21.00 a year domestic; $26.25 outside the U.S.)

CURRENT INDEX TO JOURNALS IN EDUCATION
CCM Information Corporation
909 Third Avenue
New York, New York 10022
($34.00 for 12 monthly issues)

We have sorted the entries very roughly into broad categories, but, since some documents relate to several categories, we recommend a quick scanning of the entire list.

Most entries related to parent, home and family life education which appeared through the March 1970 issues of Research in Education and Current Index to Journals in Education have been assembled in this publication.

Availability of documents. Many items come from standard journals, commercial pbulishers, or are available from their original sources. Many others, those with "ED" numbers, are available from the ERIC Document Reproduction Service in microfiche or printed copies. Please read carefully the note on availability and instructions for ordering from EDRS on page 78.

Joint Publication: We are grateful to the Adult Education Association, for their cooperation in making this publication more easily available.

Your help needed. Be sure to send two copies of reports and other materials you or your agency produce (whether published or not) for input into the ERIC system. Send them to:

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PARENT, HOME AND FAMILY LIFE EDUCATION

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I. PERIODICALS -- BIBLIOGRAPHIES

DIVISION FILE OF EXTENSION RESEARCH MATERIALS; ADDITIONS DURING 1968. Byrn, Darcie. Comp. U.S. Department of Agriculture, Washington, D.C. Federal Extension Service. EDRS Order Number ED 032 484, price MF $0.25, HC $1.60. 30p. January 1969.

In this annotated bibliography of acquisitions during 1968 appear 265 Extension studies on administrative organization and management; training and staff development; mobilizing participation in Extension work; local leadership; program content and planning procedures; general effectiveness and progress in Extension; teaching methods, techniques, and devices; research methods; and Extension research reporting services. Among the concerns and topics treated are staff duties and functions, public relations, finance, urban extension, rural and community development, civil defense, supervision, inservice education, agribusiness, home economics, the Four-H movement, animal science, consumer education, marketing, and mass media (including radio and television). Also included are bibliographies, handbooks, workshop reports, and other general works.

FAMILY ECONOMICS -- HOME MANAGEMENT. HOME ECONOMICS RESEARCH ABSTRACTS; 1966. Liston, Margaret I., And Others. American Home Economics Association, 1600 20th St., N.W., Washington, D.C. 20009 ($1.00) EDRS Order No. ED 028 289, price MF $0.25, HC $2.30. 44p. 1967.

Forty-seven abstracts of unpublished research in family economics and home management completed in 1966 are included in this volume. Major code categories are: (1) Home Management, (2) Teaching Home Management, (3) Use of Space, Work Areas, Housing Equipment, (4) Time and Energy, (5) Consumer, (6) Family Economics, (7) Teaching Family Economics, (8) Levels, Standards of Living, (9) Income, Expenditures, Savings, (10) Financial, Economic Arrangements, and (11) Age of Family. This publication is one of a new series which compiles abstracts of masters' theses and doctoral dissertations completed in graduate schools of home economics. The seven areas of home economics represented in the compilation are: arts, family economics -- home management, family relations -- and child development, home economics, education, institution administration, textiles and clothing, and housing, furnishings, and equipment.

EXTENSION SERVICE REVIEW. U.S. Department of Agriculture, Washington, D.C., Federal Extension Service. Monthly. Available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Available free to workers engaged in extension activities; rates for others are $0.15 per copy, $1.50 per year (domestic) or $2.25 a year (foreign).

This review is for extension educators in county, state, and federal extension agencies. It offers professional guideposts and new approaches and tools; it serves as a source of ideas and useful information on how to reach people and help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

JOURNAL OF EXTENSION. Available from G. L. Carter, Jr., Editor, University of Wisconsin, Madison, Wisconsin 53706. Annual subscription is $5.00 (domestic) and $6.00 (foreign) postage paid. Single copies $1.50 (domestic)and $2.00 (foreign) postage paid. Periodically there is a cumulative index. Quarterly.

Covers the Cooperative Extension field with special emphasis on program planning and evaluation, the role of the extension agent, leadership; adoption and dissemination; 4-H clubs; family life education; professional standards, and staff development. There are book reviews, abstracts, and a section on research.

IDEA EXCHANGE. Educational Systems Corp., 1717 Massachusetts Avenue N.W., Washington, D.C. Monthly.

This monthly publication is prepared under a grant from the Migrant Division, Office of Special Field Programs, U.S. Office of Economic Opportunity. It replaces an earlier publication, Technical Assistance Bulletin. Like its predecessor, Idea Exchange's contents include articles to provide exchange of information and ideas among migrant and seasonal farm worker programs, on such topics as the adult learner, child care, housing, educational programs, and job training and development.

SOCIOLOGICAL ABSTRACTS, 2315 Broadway, New York, N.Y. 10024. Yearly subscriptions are $100.00; single issues are $15.00; double issues are $20.00; index issues are $30.00.

This abstract journal covers research methodology; sociology -- history and theory; sociology of the arts, of education, and of religion; social psychology; social change and economic development; mass phenomena; rural sociology; sociology of occupations and professions; penology; public health and mental health; social gerontology; community development; and other areas. There are indexes to subjects, periodicals, and authors, and a list of abbreviations appearing in the texts. The journal appears in February, April, May, July, August, October, and December; the last issue is the Cumulative Index Issue for the year.

PHRA; POVERTY AND HUMAN RESOURCES ABSTRACTS. Bimonthly. Institute of Labor and Industrial Relations, the University of Michigan -- Wayne State University, Ann Arbor, Michigan 48106. Editorial Office: The University of Michigan, P.O. Box 1567, Ann Arbor, Michigan 48106. Annual subscription $40.00; single issues $7.50.

The abstracts in this journal are grouped under the broad headings of poverty and manpower; after each section there is a list of related citations. Each issue includes "Trend" notes and "Washington Notes"; there is an index.

RESEARCH IN EDUCATION. United States Office of Education, Washington, D.C. Educational Resources Information Center. Monthly. Available from the U.S. Government Printing Office, Washington, D.C. 20402; yearly subscription: domestic $21.00; foreign $5.25 additional. Single copy: domestic $1.75. Indexes are available at extra cost.

A monthly abstract journal announces recently completed research and related reports and current projects in the field of education, as well as a wide range of other literature of practical use to education agencies in business and industry, churches, the military, and other governmental and community organizations, as well as in schools and universities. It is made up of abstracts and indexes; the abstracts highlight the significance of each document and are numbered sequentially; the indexes cite the contents by subject, author or investigator, institution, and accession numbers. There are semi-annual and annual indexes.

CURRENT INDEX TO JOURNALS IN EDUCATION. United States Office of Education, Washington, D.C. Educational Resources Information Center. Monthly. CCM Information Corporation, 909 Third Ave., New York, N.Y. 10022. Subscription rate: U.S. $34.00 a year, single copy $3.50; semiannual cumulative index $12.50; annual cumulative index $24.50. Foreign subscriptions have postage added.

This monthly index covers over 500 journals in the field of education and, in addition, important articles in periodicals outside the scope of education-oriented literature. It is a companion piece to Research in Education and is indexed with the same subject descriptors, taken from the Thesaurus of ERIC Descriptors. It includes a listing of descriptor groups, a classified main entry section with citations and descriptors, a subject index, and an author index. Semiannual and annual cumulations of the subject and author indexes are available.

THESAURUS OF ERIC DESCRIPTORS. United States Office of Education, Washington, D.C. Educational Resources Information Center, Bureau of Research. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 5.212:12031-69, $3.25).

The Thesaurus is used as an authority for storing, searching, and disseminating educational information; it should be used in performing subject searches of RESEARCH IN EDUCATION, the monthly abstract journal of educational research, which is published by the Office of Education, Bureau of Research. It includes material explaining the thesaurus structure, the ERIC descriptor groups with scope notes, descriptor group display, the structured descriptors listing, rotated display, and a bibliography.

REVIEW AND SYNTHESIS OF RESEARCH ON HOME EDONOMICS EDUCATION. Nelson, Helen Y. Ohio State University, Columbus. ERIC Clearinghouse on Vocational and Technical Education, Ohio State University, 1900 Kenny Rd., Columbus, Ohio, 43210. EDRS price, MF $0.50, HC $1.75. 67p. Research Series, No. 57. April 1970.

This is one of a series of "state-of-the-art" papers in vocational and technical education written primarily for researchers and graduate students. The purpose of this review is to identify substantive problems, analyze, summarize, and synthesize significant research literature in home economics education. Reports included are relevant to home economics education in junior-senior high schools, area vocational schools, and continuing education programs, and cover the period from 1965 to 1969.

II. HISTORICAL STUDIES, TRENDS IN HOME ECONOMICS EDUCATION

NATIONAL SURVEY OF WAGE EARNING HOME ECONOMICS COURSE DEVELOPMENT. NRCUVT SERIES, NO. 4. Joern, Judith B. Nebraska Occupational Needs Research Coordinating Unit, Lincoln. EDRS Order Number ED 023 915, price MF $0.25, HC $1.05. 19p. October 1968.

State supervisors of home economics education for 50 states and Puerto Rico were surveyed to determine the extent to which home economics wage earning programs have been developed since funds became available under the Vocational Education Act of 1963. A questionnaire sought information about the following topics: (1) basic areas of programing, (2) educational levels at which courses are offered, (3) numbers of courses and schools involved in wage earning training, (4) professional qualifications for instructors, (5) needs for new course development, and (6) the types of curriculum materials used by each state. The data are categorized according to these topics. Most states had home economics wage earning programs, with food and clothing service areas predominant. The bulk of the courses were found at the secondary and adult levels. In many states the areas of child care, institutional and home management, and health related occupations are being developed. Approximately 150 home economics wage earning courses were offered at the secondary level, post-high, and adult level during 1964-65; nearly 1,300 courses were offered in 1967-68.

A HISTORICAL STUDY OF TRENDS IN THE METHODOLOGY AND CONTENT OF ADULT EDUCATION PROGRAMS IN NUTRITION IN THE UNITED STATES. Moore, Shirley Tuttle. Michigan State University, East Lansing. University Microfilms. Order No. 66-6152, MF $3.00, Xerography $10.35. Ph.D. Thesis. 226p. 1965.

A history of adult education in nutrition provides a case study in adult education. A selected sample of active programs provided coverage for the period between 1894 and 1965. These programs were carried out by governmental, educational, professional, philanthropic, health, religious, and commercial agencies. In the period since 1894 nutritional knowledge has progressed from the recognition of four nutrients -- protein, carbohydrate, fat, and ash -- to a knowledge of approximately fifty nutrients essential to human nutrition. In the same period teaching attitudes have ranged from simple insistence that the public be told what it should eat to a recognition of the existence of those social, psychological, and emotional factors which create difficulty in changing food habits. At the turn of the century emphasis was on the cheapest food which would provide the largest amount of protein and energy. Later trends in content and methods of nutrition education programs for adults can be divided into three groups -- those brought about by (1) level of scientific knowledge, (2) changes in physical structures and facilities, and (3) contemporary values, beliefs, and social conditions.

TRENDS IN ADULT VOCATIONAL HOMEMAKING EDUCATION IN IOWA FROM 1938-1950. Keough, Myrtle D. Iowa State College, Cedar Falls. 90p. M.S. thesis. 1951.

Data for this study of adult vocational homemaking education in reimbursed Iowa public schools were obtained through records in the state office of the Board for Vocational Education, files of staff at Iowa State College, and interviews with former and present members of the State Board for Vocational Education. Except for the war years, there has been continual growth in the adult homemaking programs, from 58 centers employing 82 teachers to instruct 3,670 adults in 1938, to 115 centers, 131 teachers, and 7,001 students in 1950. Homemaking classes have also become more evenly distributed throughout the state. In 1938, homemaking classes were taught in 42 of the 99 counties and by 1950, in 74 counties. The war years seemed to have no adverse effects upon the growth of programs in Des Moines. During the war, arts and crafts, child development, consumer economics, health and home nursing, home decoration, and foods and nutrition courses were decreased. Many subjects are again being taught, but little is being done in the areas of personal development, health and home nursing, and consumer education. Since 1942 the State Department of Vocational Education in cooperation with Iowa State College has presented programs at state conferences and issued resource materials to aid teachers.

ADULT VOCATIONAL HOMEMAKING CLASSES IN IOWA FROM 1950-65. Britton, Ethel Olga Henrietta. Iowa State University of Science and Technology, Ames. M.S. Thesis. 125p. 1966.

In this study of trends in adult vocational homemaking education in Iowa, attention was given to program development in terms of types and number of programs, program stability, number of classes, enrollments, number of different teachers, and breadth of subject offerings. Relationships were sought between the number of subject areas and the number of different teachers during the period 1950-65. Trends in Iowa were compared with those in other states and with national trends. The study was limited to school systems which had had a vocational homemaking program for one year or longer during 1950-65, offered adult vocational homemaking classes at some time during that period, or whose centers had been included in a similar study covering 1938-50. Findings included the following: adult vocational homemaking classes increased from 116 in 75 counties to 124 in 81 counties; program size and scope increased; about half the centers maintained a stable program; clothing and textiles classes remained consistently popular; small town centers had larger, more well-rounded offerings than centers in larger population areas; and program scope was unrelated to the number of different teachers.

III. SURVEYS OF ROLE CONCEPTION, NEEDS, INTERESTS AND PARTICIPATION

THE CHANGING ROLE OF WOMEN AND ITS IMPLICATIONS FOR HOME ECONOMICS EDUCATION. Fisher, Nanette Hunt. City University of New York, N.Y. Hunter College. M.S. Thesis. 63p. 1962.

This study, based on the hypothesis that preparation for marriage is inadequate in our society, includes a survey of literature relating to the educational needs of modern women and the proper role of home economics education, together with results of a survey of Hunter College home economics majors and other women regarding problems in family living. The changing role of women and the role conflicts that frequently arise are discussed with reference to such factors as increasing educational privileges and economic independence, greater equality and competition between the sexes, the strong emphasis on success and material achievement in our society, and inconsistencies between the career and marriage plans of educated women. Findings suggest that, while skills in housekeeping and home management are vital to effectiveness and self fulfillment both in the home and in outside employment, concern with the les tangible areas of family living increases with greater education.

WORKING-CLASS WIVES IN SUBURBIA: FULFILLMENT OR CRISIS? Tallman, Irving. Paper presented at the annual meeting of the National Council on Family Relations, San Francisco, California, August 16, 1967. In Journal of Marriage and the Family; v31 n1 p65-72, February 1969.

FACTORS ASSOCIATED WITH WOMEN'S PERCEPTION OF THEIR PROBLEMS. Kruempel, Beverly Jeanne. Wisconsin University, Madison. Department of Agricultural and Extension Education. M.S. Thesis. 82p. January 1968.

This study sought to determine (1) family and personal problems identified by women and (2) the relationship between these problems and the respondents' background. A multi-stage probabiltiy sampling procedure was used. Data were obtained from a sample of 611 adults in Columbia County, Wisconsin. This included 340 women used in the study. Havighurst's "developmental task" concept was used to classify the problems identified by the women. Young women (21-35) identified problems related to rearing children and managing a home. Middle-aged women (36-55) identified "assisting teenage children to become responsible and happy adults" and "establishing and maintaining an economic standard of living as their major problems. Women of later maturity (56 and over) were concerned mainly with adjusting to old age conditions. Women with lower education experienced more problems in the mother-role, especially when the children were young. Women in the open-country as opposed to those in cities and villages indicated more problems with (1) teen-age children and (2) managing a home. With women of later maturity, lower income was associated with decreasing strength and health, and retirement.

THE SOCIAL ROLES OF MARRIED MIDDLE-AGED WOMEN WITH IMPLICATIONS FOR ADULT EDUCATION. Canaday, Martha Helen. University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan,48106. (Order No. 67-5900, MF $3.00, Xerography $5.80.) Ed. D. Thesis. 116p.

A questionnaire was completed by parents and prospective students (173 family groups), on campus for counseling, to assess women's role performance in four areas -- wife, homemaker, mother, and individual person. The wife and homemaker roles appeared to be most easily perceived by all family members. The mother role was next and the individual-person score was lowest. Low scores were found on agreement of the performance of the roles which might indicate that although it is fairly easy to define each of the roles, their function is not as clearly seen. The findings indicated there was essentially no difference in the feelings of satisfaction for the women's role performance among the respondents. The only intra-family agreement score which showed a statistically significant relationship to demographic factors was between the wife-husband role satisfaction score and the husband's occupation. The consistently low scores in the individual-person role suggested that in the years devoted to family care these women neglected developing personal interests. Adult education programs could make a significant contribution by orienting programs to the needs of women in this age group.

CONTINUING EDUCATION IN HOME ECONOMICS FOR OUT-OF-SCHOOL YOUTH AND ADULTS. A GUIDE FOR PLANNING AND ORGANIZING LOCAL PROGRAMS. New York State Education Department, Bureau of Continuing Education Curriculum Development. EDRS Order Number ED 012 418, price MF $0.25, HC $2.30. 44p. 1966.

Replacing "Homemaking Education for Adults," published by the New York State Education Department in 1956, this guide includes education for personal and family living and for occupational skills. It should be helpful to adult education directors, school principals, supervisors of home economics, and area-center program planners. It presents content areas which provide a source for designs of such informal activities as clinics, discussions, field trips, and exhibitions, lists objectives for the two aspects of home economics, presents an overview of offerings available, and suggests ways to determine local needs by analyzing present opportunities for adult learning and collecting information on adult characteristics and their problems. It suggests five ways of developing and operating a local program, emphasizes the importance of interpreting it properly, gives suggestions for stimulating people to participate, and indicates some ways to provide space and facilities which promote learning by adults. It describes the type of financial records, inventories, and participant records that are necessary and lists questions to help determine the value of the program.

COMMUNITY PROGRAMS OF ADULT EDUCATION FOR FAMILY LIVING IN THE WESTERN REGION. Griffin, Margaret Mary. Oregon State College, Portsmouth. M.S. Thesis. 106p. June 1953.

Development of community adult education programs in home and family living were studied in western states. Reports of community programs in El Paso, Toledo, Omaha, Kansa City, Seattle and Lansing were used to set up six criteria by which adult education programs could be evaluated. A mailed questionnaire obtained information from 45 leaders, administrators and teachers in seven states on characteristics, purposes, development, organization, and service to communities of adult education programs. Data indicated that less that half of the programs met the criterion of developing through the coordinated efforts of community education agencies and organizations. The majority of programs met the second criterion of planning being done by the people. Only 53 percent of the programs functioned under the sponsorship of a central committee. The meeting of the fourth criterion was only indicated by statements that organizational plans were sufficiently flexible to meet the continuing needs and interest of some people. In a majority of programs teaching methods used were those found to be most successful with adults. Recommendations are made for each criterion to develop community programs from family living programs.

FAMILY GOALS AND SOME FACTORS ASSOCIATED WITH THEIR ACCOMPLISHMENT. Johnston, Rupert Bernard. Cornell University, Ithaca, New York. University Microfilms, Ann Arbor, Michigan. L.C. Card No. Mic 60-2257. Microfilm $2.50. Xerox $8.20. Ed.D. Thesis. 177p. 1960.

Goals of farm families were analyzed and factors associated with their accomplishment studied. Data on farm goals, farm and home resources, and income were obtained from 112 families in 18 Mississippi counties, in which there were three different county Extension staffing plans. Goals were classified in groups such as home and grounds, home furnishings, family living, farm management, production practices, farm buildings and fences, farm equipment, and land reclamation. Goals related to the home and family living accounted for 44 percent of the total, and were provalent among families where there were both men and women Extension agents working with them. Goals related to the farm accounted for 56 percent of all goals and almost half of these were farm management. Among implications were (1) Extension workers should be cognizant of the nature of family goals with respect to both time and cost, (2) the short-run and long-run implications of farm family goals should be considered in making farm and home plans, and (3) age of the farmer, educational achievement, and number and age of children, influence the priorities of given goals.

INTERESTS AND INFORMATION SOURCES OF TIOGA COUNTY HOMEMAKERS. EXTENSION STUDIES NO. 38. Brown, Emory J., And Others. Pennsylvania State University, University Park, College of Agriculture, Extension Service. EDRS Order Number ED 024 873, price MF $0.25, HC $0.70. 12p. September 1968.

Telephone interviews were conducted with 115 housewives in Tioga County, Pennsylvania, to determine their interests, information sources, financial credit sources, plans for remodeling homes and purchasing household conveniences, and family participation in Extension programs. It was found the 28% of the women kept record books of income and expenses, 40% preferred a store credit plan and 34% a bank loan for credit sources, 22% planned household repairs or remodeling with the coming year, and 84% were not planning to buy any appliances or furnishings in the coming year. Participation in Extension activities, and watching television programs, attending meetings, and reading newspaper articles were generally low, with mothers of children under 21 most active. They were most interested in educational opportunities and careers for their children, interior decorating, and dieting, and showed a slight interest in attending meetings on these subjects; women with more education, children under 21, and white collar or skilled laborer husbands had more interests. Newsletters and newspapers were favored means of gaining information.

A STUDY OF NORTH CAROLINA NEGRO HOMEMAKERS. EXTENSION EVALUATION STUDY NO. 4. Brown, Minnie Miller, And Others. North Carolina

State Agricultural Extension Service, North Carolina State University, Room 105, Ricks Hall, Raleigh, North Carolina 27607. EDRS Order No. ED 031 573, price MF $0.50, HC $6.45. 127p. September 1964.

This statewide study of the home demonstration program in nine representative counties was designed to determine home economics extension program needs to discover the degree of participation, and to locate people who might profit from the program. Personal interviews were conducted with 498 home demonstration club members and 572 nonmembers. National and state studies previously made in connection with family living and home economics were also examined. Findings are in the areas of (1) residence, (2) home ownership, (3) age, (4) family composition, (5) education, (6) family income, (7) employment status, (8) home facilities, conveniences, and newspaper subscriptions, (9) clothing, (10) family financial management, (11) home furnishings, (12) planned housing changes, (13) production, conservation, and use of foods at home, (14) organization membership and leadership, and (15) family life concerns. The findings suggest the need for further training of personnel and changes in program emphasis and approaches. It is anticipated that future agricultural, youth and 4-H community development and home economics programs will be affected.

REASONS GIVEN BY A SELECTED GROUP OF ILLINOIS WOMEN FOR ENROLLING IN ADULT HOMEMAKING CLOTHING CLASSES. Lutz, Rowena M. Southern Illinois University, Carbondale. Master's Thesis. 83p. August 1957.

A study was made to determine the reasons why more courses were being held in clothing than any other area in adult homemaking education in Illinois. Fifty percent of the 131 clothing classes in session in Illinois in October 1956 were studied. Questionnaires from 460 adult class members and 26 teachers were used. Analysis showed such characteristics of class participants as 88.3 percent married, 319 having children, 18 percent living on farms, 149 working outside the home, and 129 having taken adult home economic courses before. Data on teachers included such factors as number of years in teaching of homemaking and number of adult classes taught. Data supported the hypotheses that many women sew because of economic values and that some homemaking teachers encourage women to choose clothing courses, but refuted the hypotheses that they like a tangible return for their time spent in adult classes, and that they sew to express their creative ability.

PARTICIPATION OF YOUNG HOMEMAKERS IN GROUP LEARNING ACTIVITIES. Goble, Eva L. Chicago University, Illinois. Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Illinois 60637. Ph.D. Thesis. 129p. 1964.

Young homemakers in group learning activities were studied in three types of communities -- agricultural or farm, rural but increasingly non-farm, and industrialized. The instrument, which was developed for collecting the data and subjected to pilot testing, comprised direct questions, three projective pictures, and two projective stories. A personal interview technique was used. The young homemaker non-member viewed the club as a closed social group which took the initiative in selecting members. The young homemaker had not moved from an age-graded homogenious group to an adult heterogenious society and felt unsure of her role in this social context. Neither the young homemaker non-member nor member viewed group learning as an activity which was productive to her family. Both received negative influence with regard to participation in a learning group, from husband, mother figure, and contemporary. Members were older, had higher incomes and more education, and had been married longer, and fewer had children less than two years old. The appendixes include: instrument used, data collected, and a bibliography.

REASONS GIVEN FOR NON-PARTICIPATION IN ADULT HOMEMAKING CLASSES IN BEARDSHEAR DISTRICT, Ames, IOWA. Hansen, Jean McDirmid. Iowa State College, Cedar Falls. Masters Thesis. 70p. 1950.

The purpose of this study was to determine the importance of four types of reasons for not attending homemaking classes and the relationship between these types of reasons and the factors of age, income, education, and occupation of husband. Seventy-nine homemakers in Beardshear district, Ames, Iowa were interviewed. Three-fourths of the women were from 16 to 55 years of age, one-third had attended college, and one-third had completed high school. Family income for the majority was between $2,000 and $4,000. Fifteen percent of the husbands were professional or semiprofessional men. Reasons for not attending homemaking classes were classified into four categories -- (1) inconvenience (brought about by time consumed by a job, homemaking, and care of small children), (2) content (of homemaking classes in general), (3) psychological reasons (given by more women under 56), and (4) physical reasons (mostly chronic illness). The findings suggested classes scheduled at a time when the children are in school, co-operation with other existing programs, better publicity, and a program commensurate to the educational background and level of living of the homemakers.

ADULT EDUCATION IN HOMEMAKING IN UPSHUR COUNTY IN WEST VIRGINIA, EVALUATION OF INTERESTS AND NEEDS FOR ADULT HOMEMAKING EDUCATION IN UPSHUR COUNTY, 1960-61. Bowyer, Ruth Hurst. West Virginia University, Morgantown. M.S. Thesis. 122p. 1963.

The purpose of this study was to secure information from mothers of junior high and high school pupils as to what classes should be included in the Upshur County, West Virginia, Adult Homemaking Program. The questionnaire drew replies from 457 (35 percent) of those contacted. Responses showed a general interest throughout the county in attending adult classes. Findings showed that those without home economics prefer to meet in their home communities, while those who have had some home economics training prefer to meet for classes in the home economics department of the high school. It appeared that emphasis should be placed on classes on new sewing techniques, advanced sewing, and quick and easy meals. Of little interest to the majority were the following suggested classes -- budgeting time and money, home decoration classes, and stretching the food dollar. Recommendations were made for the possibility of conducting similar studies in other counties to determine the needs of homemakers, including older homemakers and those with young children.

HOMEMAKING PROBLEMS OF YOUNG HOMEMAKERS OF COLUMBUS, OHIO, WITH IMPLICATIONS FOR ADULT CLASSES IN HOME ECONOMICS. Gordon, Martha Wagner. Ohio State University, Columbus. College of Agriculture and Home Economics. 110p. 1963.

To determine current homemaking problems and education homemaking needs and interests for planning young adult homemaking programs, a study of 100 young homemakers (age 16 to 35) of metropolitan Columbus, Ohio, was made. Interviews, selected from three socio-economic groups in proportion to the population, supplied data on age, marital status, number and ages of children, type of housing, employment, husband's occupation, income, and educational level. On a four-degree scale they indicated interest levels in five phases of each of seven homemaking areas -- management problems, food and nutrition, child development, home furnishing, clothing and textiles, home safety, and family living. All socioeconomic groups were concerned most about the first three areas, thus supporting only part of the hypothesis that they would express most need for help in areas of management, family relations, and child development. Expression of "yes" or "no" interest in each of 21 adult homemaking courses somewhat supported the hypothesis that expressed interests in classes would reflect expressed problems in homemaking. Of the 15 sources listed for help in problem solving, only one third of the homemakers indicated use of sources outside family and friends, thus supporting the hypothesis that young homemakers do not avail themselves of the many sources available to them, such as books, radio, and classes.

PILOT STUDY OF YOUNG HOMEMAKERS, 1964. CASE STUDIES OF TWENTY YOUNG HOMEMAKERS IN ONONDAGA COUNTY, NEW YORK STATE. Doremus, Mabel. Cornell University, Ithaca. Cooperative Extension. EDRS Order Number ED 017 862, price MF $0.50, HC $4.70. 92p. 1964.

To determine why many young homemakers have not participated in adult education through the Cooperative Extension Service and whether and what kind of homemaking help they want, 20 women in Onondaga County, New York were interviewed, guided by questionnaires to which verbal answers were given. Observations were made of the appearance of the homemaker and her home, kinds of equipment, examples of her sewing, and her general philosophy and attitudes including her views about the amount of her leisure time. The income of 55 percent of those interviewed exceeded national, state, and county medians. The subjects had more education than the national average, half were in the 25-29 age group, 70 percent had been married less than five years and half owned their own homes. All belonged to a church and owned both a radio and television set. Sources of homemaking information mentioned most often were books, magazines, newspapers, friends, and relatives. Unfamiliarity with Extension Service and pre-school children were the reasons given for lack of participation. Lack of transportation or free time and conflicting organizational membership were not deterrents to participation. Every woman showed interest in some phase of home economics included in Extension programs. The study indicated that publicity about Extension program content is needed. Document includes 20 case studies, 46 tables, and the questionnaire.

STUDY OF HOME DEMONSTRATION UNITS IN A SAMPLE OF 27 COUNTIES IN NEW YORK STATE, Number 3. Alexander, Frank D. and Harshaw, Jean. New York State University, Ithaca. College of Agriculture at Cornell University. New York State University, Ithaca, College of Home Economics at Cornell University. EDRS Order Number ED 017 833, price MF $0.25, HC $1.35. 25p. May 1964.

An exploratory study examined characteristics of 1,128 home demonstration units to suggest hypotheses and scope for a more intensive study of a small sample of units, and to provide guidance in sampling. Data were obtained from a specially designed membership card used in 1962. Unit size averaged 23.6 members but the range was fairly great. A need for examining adjustments in education procedures according to unit size was identified. An average length of membership was 6.7 years with a mean age of 42.9 years. This suggests that a progressive graded program of subject matter might be offered and that younger women may not be attracted to unit programs. Rural members predominate a large majority of units and a small number have a large percentage of urban members. This may imply a lack of interest in attracting low income minority groups of the cities into the program. About one-fifth of a unit's members have more than high school education and a majority of units have working members.

A STUDY OF THE INTERPERSONAL VALUE ORIENTATIONS OF EXTENSION HOMEMAKERS IN ROBESON COUNTY, NORTH CAROLINA. Briley, Mollye Hughes. North Carolina State University, Raleigh. EDRS Order Numer ED 032 499, price MF $0.50, HC $3.65. M. Ed. Thesis. 71p. 1968.

This study investigated interpersonal value orientations (Support, Conformity, Independence, Benevolence, Leadership, and Recognition) of 267 Extension homemakers in Robeson County, North Carolina, and the relationship of these orientations to age, educational level, income, years in club work, family size, and ethnic group. Data were obtained from the homemakers (whites, Negroes, and Indians) by an information sheet and Gordon's Survey of Interpersonal Values. These were among the findings and conclusions: (1) although the homemakers were varied in orientations, the total group and 911 subgroups ranked benevolence highest; (2) in the interaction of value orientations with other factors, 14 of the 36 associations were statistically significant at the .001, .01, or .05 level; (3) there was some similarity between mean scores of ethnic groups, but much variation within groups; (4) in the Extension Service, where the group approach is used to achieve learning and a continuing relationship exists between the Extension homemakers and Extension agents, it might be desirable to use Gordon's Survey of Interpersonal Values as a guidance and counseling instrument.

A STUDY OF ADULT EDUCATION WITH SPECIFIC EMPHASIS ON VOCATIONAL HOMEMAKING PROGRAMS FOR ADULTS IN TEXAS PUBLIC SCHOOLS. Allison, LaRue D. Texas University, Austin. Graduate School of Education. M. Ed. Thesis. 149p. August 1961.

From a review of adult education literature, an analysis of the annual reports of vocational homemaking courses for adults in Texas public schools during 1949-1959, and interviews with school administrators and homemaking teachers in 75 school districts in West Central Texas, trends and methodology in adult education, particularly homemaking education, were noted. Enrollment figures for the years 1949-1959 indicated that enrollment had not kept pace with the increase in number of schools offering homemaking to both youth and adults and with the increase in numbers of teachers employed. The program was not reaching the young and older adults as effectively as the middle-aged group. There was a greater need and interest in the less tangible areas of family finance, child development, and family relations than in the skill courses -- foods, clothing, and home improvement. More attention to current trends and practices in adult education methodology was needed in preservice and inservice training programs for homemaking teachers. Teachers needed more ideas and techniques for teaching the intangible phases of homemaking as well as new knowledge of homemaking skills.

THE FAMILIES AND THEIR LEARNING SITUATIONS. Hunter, Starley M, and others. Massachusetts University, Amherst, Cooperative Extension Service. EDRS Order Number ED 017 820, price MF $0.50, HC $3.65. 71p. 1967.

The present study, involving 129 disadvantaged families in the South End Housing Development, Boston, was made in 1964 to assess the extent to which South End families had been reached by Massachusetts Extension Service programs since a previous (1962) survey of needs, the means by which they had been reached, and changes in attitudes and practices related to homemaking and family living. Data on age, race, sex, income and financial support, education, occupation, employment status, family and marital status, and length of residence were correlated with responses on information sources, awareness, behavior change, and educational interest. Among all information sources (including meetings, radio and television, and home visits by the home economist and others), Community Service Center leaflets were mentioned most often. Awareness and evidence of improved knowledge, practice, and attitudes in such areas as nutrition and food buying, installment buying, household skills and housekeeping, and making and altering clothing, and child guidance and development were highest among homemakers under 40, those with incomes of $2,000 or more, and households of three or more persons.

CONGRUENCE IN THE EDUCATIONAL NEEDS OF HOMEMAKERS IN LAKE COUNTY, INDIANA AS PERCEIVED BY PROGRAM DETERMINERS, EXISTING CLIENTELE AND POTENTIAL CLIENTELE. Wisconsin University, Madison. University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order No. 69-982, MF $3.00, Xerography $9.25. Ph. D. Thesis. 201p. 1968.

This study sought mainly to determine how needs perceived by Cooperative Extension specialists and Extension Home Economics influentials (largely Homemakers) compare with perceptions by existing and potential Extension Home Economics club clientele. Rank ordered perceptions of influentials and three other respondent groups (including 207 homemakers in Lake County, Indiana) concerning educational needs were compared. Differences between influentials' perceptions and those of present and potential clients were examined in relation to five program areas and several background variables (age, education, number of children under 18, tenure in clubs, participant or not, occupation, income, residence). These were among the findings: (1) influentials ranked Individual and Community Resource Development higher, and Family Stability, Consumer Competence, and Family Health lower, than other groups; (2) "coping with tensions and pressures in everyday life" was the only statement ranked in the top 10% by every group; (3) personal and family relations, tension and pressure of everyday life, the feelings, concerns, and emotions of various age groups, and management of time and money were among the chief concerns of all groups; (4) age and number of children under 18 were the main background variables in rankings of program areas.

ADULT EDUCATION IN MANAGEMENT OF FAMILY RESOURCES. Watters, Roberta Ann. Texas Woman's University, Denton. M.S. Thesis. 78p. 1967.

This study investigated areas in which families in two West Texas counties needed help in managing financial resources, made a comparison by counties of the business practices of families who visit or call extension offices, and developed a family resource management educational program. Data were gathered from 54 returned questionnaires on personal and family characteristics, current household management practices, family conflict over financial matters, and opinions and attitudes on reasons for divorce, causes of financial strain, sources of income in an emergency, and ability of family members as financial managers. A total of 75 different persons attended at least one of the eight meetings held. These were among the findings and conclusions: (1) families in the two counties manage their resources similarly in spite of differences in the local economies; (2) the wife's education had more influence on family management than either her age or her formal management training; (3) families need to know the advantages of having a will, protecting valuable papers; and budgeting; (4) families will attend educational meetings if their interest is aroused, and they will benefit from well planned meetings which family members helped to develop.

ADULT EDUCATION IN FAMILY BUSINESS PRACTICES. Draper, Argen H. Texas Woman's University, Denton. M.S. Thesis. 67p. August 1964.

In a study of family money management, a questionnaire was completed by wives in 94 families selected at random from those who had used the services of the extension office in Deaf Smith County, Texas. Only one family in the study followed all of the 16 specified business practices. It was found that, in general, families were following specified business practices, preferred family recreation during leisure time, had learned about money management from their parents, and wanted their children to learn money management in a junior or senior high school course. Finances were not discussed before marriage, husbands were more willing to assume indebtedness than wives, educational background had more influence on financial management than did formal training and level of income, and all families desired to be able to educate their children. Wives rated themselves as fair financial managers. Improvement of business practices would solve many family disagreements. The document includes seven tables, 46 references, and a plan for an adult education program to include a variety of teaching techniques and resource persons outlined in two sections -- basic learnings and experiences and activities.

AN ANALYSIS OF THE SPENDING PRACTICES OF ADULT HOMEMAKERS WITH RECOMMENDATIONS FOR AN ADULT HOMEMAKING PROGRAM. Davis, Marie Felder. Howard University, Washington, D.C. M.S. Thesis. 122p. 1950.

Personal interviews, based on a prepared questionnaire, collected information on family spending practices from 25 homemakers attending adult homemaking classes in the District of Columbia. It was found that amounts spent for food did not vary with family size, composition, or income, but with family tastes, tradition, or habit. Family size influenced the percentage of income spent. It was suggested that high school and college trained individuals maintained slightly higher standards for furnishings and home improvements. The percentage spent on clothing and personal appearance did not vary in any consistent pattern with the income received. Medical and dental expenditures seemed determined by the urgency of need for treatment. The lack of such expenditures in nine families indicated this was a neglected area in family living. Educational and reading expenses were listed for 24 families. Only three families were without some form of insurance. Other expenses were for transportation, recreation, gifts, and contributions. Recommendations are made in each area. The appendix includes the questionnaire and three case studies.

MUTIPLE EXTENSION PROGRAM PARTICIPATION AND THE USE OF HOME MANAGEMENT PRACTICES. Steele, Sara M. Wisconsin University, Madison. University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order No. 63-7679, MF $4.20, Xerography $14.65. Ph.D. Thesis. 325p. 1963.

The study attempted to examine the influence of participation in extension programs, on the adoption of home management practices. The dependent variable was the mean number of 15 management practices used. These were considered important in managing time, energy or family business, and included such practices as: keeping home records, having a joint checking account, using a shopping list, and planning the day's work. Extension program participation was the major independent variable of the study. The data were collected through the interviewing of women who were farm homemakers, had been married at least five years, and were under fifty years of age. Thirteen Wisconsin counties were involved. The "t" test and tests of percentages were the statistical tools used. It was concluded that intensive involvement with the Wisconsin Extension Service was more highly related to the use of management practices than was any other variable included in the study.

SELECTED MANAGEMENT PRACTICES AND NEED FOR HOMEMAKING EDUCATION OF THREE AGE GROUPS OF RURAL NON-FARM HOMEMAKERS. Bartow, Josephine Alice Rusher. Iowa State College, Ames. M.S. Thesis. 146p. 1953.

Small town homemakers were interviewed to obtain information on such homemaking practices as food, income, and home management. The 168 respondents were classified into three age groups -- young (20-35), middle-aged (36-60), and older (60 and over). Differences among age groups, sources of homemaking information, and homemaking problems were also studied. It was found that older families reported lower income, had less education, did little advance planning of meals, and attended fewer homemaking meetings than the other age groups. Young homemakers served more vegetables, meats, and citrus foods, had more formal education, planned for housekeeping tasks, did little canning, spent more of their leisure time with the family, shared more activities with husbands, and reported more problems in preparing, buying, and canning food. Middle-aged women planned meals, purchased and canned foods, and listened to radio homemaking programs. It was concluded that differences existed among age groups, and it was recommended that educational programs emphasize use of certain foods, better practices in food buying and use of time and income.

A STUDY OF THE ADOPTION PROCESS OF A FAMILY LIVING PRACTICE BY HOMEMAKERS IN A SELECTED NORTH CAROLINA COUNTY. REPORT NO. 8. Stoud, Maidred Morris. North Carolina University, Raleigh, State University, Department of Agricultural Information. EDRS Order Number ED 028 359, price MF $0.50, HC $3.35. 65p. July 1968.

This study sought to determine the stage (awareness, interest, evaluation, trial, or adoption) reached by homemakers in adopting the water blanching of vegetables for freezing; to identify information sources (mass media, agencies, experts, informal personal contacts, and organizations); and to assess the relationship of certain personal, social, and situational characteristics to current stages of adoption. The three-part questionnaire was administered to 150 respondents in Columbus County, North Carolina, who had bought freezers within the past five years. Major findings included the following: (1) adoption rates were high (79% to 90%) for all four steps of the blanching process; (2) mass media were important in four of the five adoption stages; (3) respondents' own experience was the major information source in the actual adoption of the innovation; (4) length of freezer ownership and age (over 40 more than under 40) were significantly related to adoption of one or another of the blanching steps.

INFORMATION AND SERVICES OBTAINED AND DESIRED BY PARENTS OF ELEMENTARY SCHOOL CHILDREN. TECHNICAL BULLETIN, NO. 183. Garner, Kate B. and Sperry, Irwin V. North Carolina Agricultural Experimental Station, Raleigh; North Carolina University, Greensboro. School of Home Economics. EDRS Order Number ED 029 109, price MF $0.50, HC $4.35. 85p. January 1968.

The total variety of ways in which parents learn to care for their children during different stages of their development is impossible to ascertain. Numerous programs are available to aid parents in understanding children, and evaluation of these programs is difficult. To determine the reception and effectiveness of such resources, 496 mothers of randomly selected rural elementary school pupils were asked to recall from memory the services of information which they had utilized and the sources from which they were obtained. Findings were presented as Descriptive Results and Inferential Results, subdivided by (1) Sources of Information, (2) Types of Information and Services Received, (3) Desired Services and Information (4) Related Subjects. The appendix contains titles of selected publications and the number of mothers familiar with them, or similar publications and the relationships between variables and items which were statistically significant.

IV. TRAINING OF PROFESSIONAL AND NON-PROFESSIONAL PERSONNEL

A. HOME MANAGEMENT

ADULT HOMEMAKING EDUCATION IN RELATION TO TEACHER PREPARATION AND PROGRAM PLANNING. Nunn, Helen Robinson. In Journal of Home Economics; v6 n9 p728-730. November 1968.

This study investigated the relationship of vocational home economics teachers' backgrounds (level of education, higher educational preparation to teach adults, vocational teaching experience) to effective program planning, teacher evaluation, procedures, and effectiveness of teaching as measured by dropout rates in adult homemaking classes. Questionnaire respondents were 2000 vocational home economics teachers in Arkansas who had taught at least one adult. These were among the findings: (1) the most effective teachers were flexible in program planning and teaching methods, sensitive to the progress of their students, skillful at obtaining useful feedback, and responsive to the needs of the particular group; (2) these teachers depended on their own teaching abilities rather than those of resource persons; (3) formal education showed little correlation with effective program planning and teacher evaluation, and the background variables as a whole contributed to effectiveness only if teachers had learned appropriate methods of program planning and evaluation. A need was seen for preservice and inservice education incorporating practical experience working with adults.

A STUDY OF TEACHERS' CHOICES OF OBJECTIVES AND METHODS FOR TEACHING ADULTS IN HOMEMAKING. Rhodes, Kathleen. Cornell University, Ithaca, New York. Ph. D. Thesis. 199p. June 1950.

A booklet was constructed to measure ideas about teaching adult clothing, food, and child study courses. The 133 respondents were experienced teachers and extension agents and inexperienced undergraduate and graduate students in home economics education. The booklet measured choice of objectives (learner or task centered), and teaching method (authoritarian, democratic, or laissez faire). An additional questionnaire and sociogram collected cultural and educational background. It was found that objectives and methods were governed more by what was being taught than persons being taught. Learner centered objectives were more prominent in clothing and child study than in foods.

Learner and task centered objectives were equally important in foods teaching. Democratic methods were chosen most often, yet frequently varied with authoritarian methods in the same situation. Younger teachers were more likely to choose learner centered objectives. Other findings included -- choice of learner centered objectives and democratic methods are related to confidence in preparation in child study, enjoyment of teaching, and satisfaction with position and attitudes of others toward home economics education.

A TRAINING PROGRAM FOR SELECTED HOME ECONOMISTS TO TRAIN ADULTS AND OLDER YOUTH FOR HOMEMAKER SERVICE RESPONSIBILITIES. FINAL REPORT. Detro, Charlene L. Louisiana State University, Baton Rouge, College of Agriculture. EDRS Order Number ED 015 259, price MF $1.00, HC $13.45. 267p. March 21, 1967.

Based on an earlier pilot program, this program, conducted from January 1966 to March 1967, was designed to prepare home economists for leadership in training adults and older youth for homemaker services and develop methods and a curriculum for teaching the necessary courses. Twenty-eight qualified home economists attended a 3 week workshop to develop instructional materials and methods. Lectures, reports, and discussions of research findings covered problem areas such as ethics of homemaker service, mental health, and the ill and aging. Each home economist returned to her parish and taught a homemaker-home health aide training course of 60 hours of classroom instruction and 20 hours of supervised work experience. A total of 380 homemakers, 151 in urban and 229 in rural areas, completed the course, the teacher training workshop, homemaker training program, and trainee work experience were evaluated. Some findings were -- (1) advisory committees contributed to the development of the programs, (2) the syllabus developed by home economists was an effective training resource, (3) announcements made through the state employment service and local civic organizations aided trainee recruitment and placement, (4) services of program graduates relieved demands on nursing homes and hospitals, (5) the 80-hour training program was judged to be more satisfactory than the shorter ones, and (6) the strength of the program lay in the acquired skills and ethical conduct of certified homemakers, supplementary materials include examples of an annotated couse outline, other instructional materials, application and evaluation forms, a certificate of completion, an organizational plan, and a parish directory of certified homemakers.

RECOMMENDATIONS FOR HOMEMAKER/HOME HEALTH AIDE TRAINING AND SERVICES. PUBLIC HEALTH SERVICE PUBLICATION, NO. 1891. U.S. Public Health Service, Washington D.C. Division of Health Resources. EDRS Order Number ED 033 244, price MF $0.25, HC available from Superintendent of Documents, Government Printing Office, Washington D.C. 20402 ($0.25) 18p. 1969.

These guidelines relate to the recruitment, selection, training, and utilization of homemaker/home health aides. Some of the major tenets which the document develops are: (1) adequate leadership and financial support, (2) broad definition of the role based on an on-going assessment of family health and social needs, (3) identification of a sufficiently large pool of potential trainees and workers, (4) elimination of barriers of age, income, and education, (5) effective medical evaluation and selection interviewing, (6) selection of faculty representing a comprehensive health team, (7) utilization of classroom and field experience in the training program, (8) provision for remedial education, (9) on-going training, (10) continuous availability of professional supervision, (11) involvement of the aide as a full staff member, (12) curriculum standardization, and (13) exploration of the health career potential of the aide.

THE VISITING HOMEMAKER, A SUGGESTED TRAINING PROGRAM. Office of Education, Washington, D.C. OE-87002. Available as GPO number FS 5.287--87002 for 20 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. EDRS Order Number ED 013 310, price MF $0.25, HC $1.15. 21p. 1964.

The purpose of these guidelines is to provide resource material from which a local training program for visiting homemakers can be developed. The visiting homemaker assists in performing the duties of the home in order to keep family life normal during stress or illness in the family. The visiting homemaker trainee should be an intelligent, mature person with an interest in helping families and with experience in basic homemaking skills. The teacher should be a college graduate with a major in home economics or social work, experienced in teaching adults, and competent in working with others. Instruction from 60 to 90 hours is suggested in the units -- (1) orientation and personal qualities needed, (2) responsibilities of the visiting homemaker, (3) basic needs of people and implications of working with children of various ages and family background, (4) working with families with special problems, (5) assisting the family in providing nutritious meals, and (6) housekeeping tasks. References are included with each unit; suggestions are given for lesson planning, evaluation, and teaching facilities. Criteria are listed for judging trainee readiness for employment.

INSTRUCTOR'S GUIDE FOR HOME HEALTH AIDE TRAINING. Oklahoma State Department of Health, Oklahoma City. EDRS Order Number ED 022 129, price MF $0.50, HC $4.90. Rev. ed. 96p. 1 July 1967.

The instructor's guide contains an outline of material to be covered in the training of home health aides and is planned around the team teaching of registered professional nurses, vocational home economists, and other specialists, as needed. The 200-hour training program includes 60 hours of classroom instruction taught in accordance with Oklahoma State Health Department's teaching guides and handbooks, 60 hours of preliminary field experience run concurrently with classroom instruction, and 80 hours of on-the-job training with the professional nurse-instructor-supervisor to provide an opportunity for the trainee to orient himself to the job situation under close supervision before being employed in an agency and to give the agency an opportunity to evaluate the trainee in an actual work situation. Document includes training schedule and course outline, training records and reports, teaching references, observations during interview, Life Satisfaction Test, a guide to responsibilities of registered and practical nurses and home health aides, and seven instructional units.

HANDBOOK FOR HOME HEALTH AIDE TRAINING. Oklahoma State Department of Health, Oklahoma City. EDRS Order Number ED 022 128, price MF $0.75, HC $6.75. Rev. Ed. 133p. 1 July 1967.

The home health aide is a member of a team which provides home health care services, usually a part of the overall health services furnished by the local county health department. She does those things which are required to maintain normal physical and emotional comfort and to help the patient toward independent living in his own home, working under the supervision of a registered nurse and other therapist and following the nursing plan made by the public health nurse. The goals of home health aide training are to provide the aide with basic nursing skills, to train her in the use of equipment needed for patient care, to help her plan her work, and to teach her to record information needed by doctor and nurse. Subjects covered in the training program include the approach to patients and their families, home management, food, basic nursing skills, procedures and treatment, and planning and organizing patient care.

ANALYSIS OF TASKS IN THREE HOME RELATED OCCUPATIONS. Shipley, Anna Frances. Iowa State University of Science and Technology, Ames, Iowa. EDRS Order Number ED 026 484, price MF $0.50, HC $5.20. M.A. Thesis. 102p. 1967.

The purposes of the study were (1) to identify the tasks performed by the employees in homemaker/home health aide, hotel/motel housekeeping aide, and nursing home housekeeping aide occupations, (2) to determine the frequencies of task performance by the worker, (3) to determine tasks common and unique to the three occupations, and (4) to develop occupational clusters. Questionnaires were administered to 87 randomly selected employees chosen from 6 different locations in Iowa. The responses were analyzed to determine common tasks. The three occupations were found to be predominantly women, 36 years of age or over, married, and working part-time. A core of 11 items related to household maintenance were found to be common to the three occupations. Homemaker/home health aide performed the greatest number of unique tasks. Six clusters of tasks in relation to their function were formed. Tasks most frequently performed by the homemaker/health aides were those related to food production; those performed most frequently by hotel/motel and nursing home housekeeping aides were household maintenance. It was recommended that common and unique knowledges and competencies be determined in order to suggest training programs. Initial training in the common core was recommended with a specialized training for homemaker/home health aides. Training programs should be available to both high school age and adult students.

COMPETENCIES NEEDED FOR COMMON TASKS IN THREE HOME RELATED OCCUPATIONS. Carpenter, Karen Fox. Iowa State University of Science and Technology, Ames, Iowa. M.S. Thesis. 119p. 1968.

The study indicated competencies needed for tasks and task clusters typically found in the occupations of homemaker/home health aide, motel/hotel housekeeping aide, and nursing home housekeeping aide; identified competencies needed in two or more of the occupations; and distinguished between competencies important and not important for entry into the three occupations. A checklist (on personal data and 143 possible competency items) was mailed to all homemaker/home health aide directors in Iowa, as well as to a sample of nursing home, hotel, and motel managers. Findings showed that all but one item could be clustered under safety, household management, care and operation of equipment, or sanitation; and that, of needs common to all occupations, all items but one could be classified under household management, care and operation of equipment, or reporting procedures. Recommendations included developing and testing a core program for all three occupations, further training for motel/hotel and nursing home aides, and additional preparation for skills unique to each occupation.

THE HOMEMAKER'S ASSISTANT, A SUGGESTED TRAINING PROGRAM. Office of Education, Washington, D.C. OE-87008. Also available as GPO number FS 5.287--87008 for 20 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. EDRS Order Number ED 013 319, price MF $0.25, HC $1.15. 21p. 1964.

The purpose of this guide is to provide help in developing a local program for training homemaker's assistants. The homemaker's assistant carries on various responsibilities required for maintaining family life in a pleasant, clean, and orderly home. Some specific objectives of the program are to prepare trainees -- (1) to clean house, using various types of equipment, (2) to do simple laundering, (3) to plan, shop for, prepare, and serve simple meals, (4) to care for children, and (5) to keep simple records. The teacher should be a home economics graduate who has taught adults and has had practical experience as a homemaker. The trainee should be functionally literate, experienced in homemaking, and in sound physical and mental health. Units for the 300-hour course are -- (1) orientation to the nature of the work and desirable personal qualities, (2) basic cleaning and laundry procedures, (3) preventing home accidents and assisting with home care of the sick, (4) food preparation and serving, (5) care of children during mother's absence, and (6) handling emergencies and meeting people outside the family. Each unit includes objectives, background information, and references. Teaching suggestions and criteria for judging trainee's readiness for employment are included.

HOMEMAKER-HOME HEALTH AIDE TRAINING REPORT. Mansfield Memorial Homes, Inc., Ohio. United States Office of Economic Opportunity, Washington, D.C., Sponsor. Project No. Ohio CAP 66-8375. 56p. 16 October 1967.

A pilot program designed to retrain middle-aged disadvantaged persons as homemaker-home health aides proved generally successful both in imparting skills and in placing the trainees in jobs. Teaching through demonstration and repetition was far more effective than formal classroom approaches and reading assignments. The majority of the trainees had specific health and hygiene problems which impaired work effectiveness. To varying degrees, these were corrected during the program. Cultural patterns relating to work and to male/female work attitudes also had to be dealt with. The skill of a professional health team and the opportunity to work under supervision with geriatrics patients were important elements in the program's effectiveness.

HOME MANAGEMENT AIDES, A HOME SKILLS TEACHING SERVICE FOR LOW INCOME MOTHERS (A Youth Development Project evaluation report). Murton, Bonnie J., and others. Community Health and Welfare Council of Hennepin County, Minneapolis. EDRS Order Number ED 012 849, price MF $0.50, HC $3.25. 63p. February 1966.

About 25 percent of all Aid for Dependent Children cases in the City of Minneapolis were in two Youth Development Project Target Areas where mothers often lacked home management skills necessary to rear their children. As on of several demonstration programs to prevent and alleviate problems of delinquency, in 1964 four Home Management Aides (HMA) were hired by the Hennepin County Welfare Department to provide paractical assistance to mothers in the areas of shopping, home maintenance, budgeting, child care, clothing selection and maintenance, food and nutrition, and finding adequate housing. In the first year 309 cases were referred to HMA by the welfare caseworkers. The Aide's work with the mothers on an individual basis in their homes was later augmented by once-a-week classes in sewing and home management. Response to the program was so favorable that the Welfare Department doubled the number of Aides and was considering further expansion. (Administrative details of staff selection and training, budget, operating statistics, community involvement, evaluation methods, Public Welfare Manual, and course outline are given.)

TEACHING NUTRITION TO THE NEEDIEST. Spitze, Hazel Taylor. In Journal of Cooperative Extension; v7 n2 p95-103. Summer 1969.

The use of paid subprofessionals in extension education programs is discussed with particular reference to the extension nutrition program for the disadvantaged. Care must be taken in providing relevant learning experiences, teaching materials, and communication level.

WORKING WITH LOW-INCOME FAMILIES IN NEW MADRID COUNTY, MISSOURI. Adams, Charlotte G. Southern Illinois University, Carbondale, Ill., School of Home Economics at the Graduate School. 162p. M.S. Thesis. August 1967.

Focusing on a home economics education program by the New Madrid County Extension Council of the University of Missouri, this study examined whether use of Leader Aides (social peers of the low income homemakers being served) would tend to assure program acceptance and participation. Objectives included increasing homemakers' knowledge of foods and use of low cost, plentiful foods (including donated Commodity Foods), and improving awareness and effective use of available resources. The program schedule provided for Leader Aide training and orientation (1 month), gaining homemakers' acceptance and participation (3 months), emphasizing subject matter as a means toward behavioral and attitudinal changes (6 months), and program summary and evaluation (2 months). During their training, the aides participated in all planning, contributing needed information about the communities, families, customs, and beliefs. When Leader Aide families were compared with a control group, the Leader Aide families showed more improvement in house and grounds, use of Commodity Foods, family environment, meal planning, and most other criterion measures.

TRAINING HOME ECONOMICS PROGRAM ASSISTANTS TO WORK WITH LOW INCOME FAMILIES. Rouls, Janalyce, and others. Department of Agriculture, Washington, D.C., Federal Extension Service. EDRS Order Number ED 023 002, price MF $0.50, HC available from Superintendent of Documents, U.S. Government Printing Office, Washington,D.C. 20402. 112p. November 1965.

These materials are designed to present ideas for developing a program for training nonprofessional workers to help low income families to raise their aspirations, develop pride in homemaking, improve homemaking skills, have a more satisfying home and family life, improve the health of family members, gain knowledge to help children develop, and increase understanding of the community and its resources. Guidelines are furnished on program planning and initiation, (including recruitment and staff relationships), the selection, training, and evaluation of program assistants, and teaching outlines and other teaching aids, together with a handbook for program assistants.

EVALUATION OF SELECTED ASPECTS OF THE HOMEMAKING SERVICE PROGRAM IN THE CITY OF ROCHESTER, NEW YORK. Alexander, Frank D. N.Y. State University, Ithaca, College of Home Economics at Cornell University, N.Y.State University, Ithaca, College of Agriculture at Cornell University. EDRS Order Number ED 023 050, price MF $0.75, HC $7.45. 147p. October 1968.

The objectives of the study were: to describe the socioeconomic characteristics of the teaching homemakers and of the women with whom they worked; to indicate the influence of selected training on the teaching homemakers; and to show the training program input. Data were collected through the pre- and post-testing of teaching homemakers, and a variety of other methods. Of the fourteen teaching homemakers involved, eleven were Negroes and three Puerto Ricans. The mean age was 37.4, years of schooling ranged from 5 to 14, and one-half of them lived in homes owned by their families. Ten of the women were married, three divorced or separated, and one single. Stated also are the occupations of husbands and wives, mobility, participation, and family income. There was a total of 242 training hours covering the following subject matter areas: clothing, food, furnishings, and orientation. Extension staff devoted 16% of 269 hours of their time to the training. Recommendations for improvement of training programs include longer and unbroken periods, more group teaching, supervision of teaching homemakers, survey of participants' interests, and greater attention to training in methodology.

NEW FIELDS OF EMPLOYMENT AND VOCATIONAL TRAINING FOR OLDER WORKERS. PANEL AND WORKSHOP V. (in Proceedings of the National Conference on Manpower Training and the Older Worker, Washington, D.C. January 17-19, 1966/222-266). Ash, Lane, and others. EDRS Order Number ED 017 786, price MF $0.25, HC $2.50. 48p. 1966.

Opportunities for training older adults in occupations have been made possible by recent federal legislation. Under the sponsorship of the University of Oklahoma, programs were started in 20 rural communities to train older women as visiting homemakers. Local agencies organized the course and recruited the trainees, the home economics agent taught the classes, and certificates were awarded. Twenty-one percent were hired by families or in nursing homes. The state employment service of California abolished the concept of job qualifications in relation to age and created new jobs, such as family aides, senior home repairers, and custodians. Under contract with the Office of Economic Opportunity, the National Council on the Aging set up four model programs, concentrating on the creation of new jobs in community action programs -- subprofessionals in community services, Foster Grandparents, and contact persons in Operation Medicare Alert (now funded as a national program). These new kinds of employment, should be institutionalized with guarantees of year-round employment, a good wage, and Social Security coverage.

DEVELOPMENT OF A FILM ON HOMEMAKER SERVICES FOR INTERPRETATION TO THE PUBLIC AND TRAINING PROFESSIONAL AND NONPROFESSIONAL PERSONNEL. FINAL REPORT. Jacoby, Alberta. Mental Health Film Board, Inc. New York, N.Y. EDRS Order Number ED 016 074, price MF $0.25, HC $0.50. 8p. March 1967.

A 28-minute film, "Homefires," dramatizing three case histories of homemaker service, was developed to be used as a training aid, an instrument for making communities aware of the service, and a tool for recruiting candidates to the homemaker aides training programs. Homemaker service is a form of assistance provided by health and welfare agencies when a family or individual connot maintain living and household routine during a time of stress or crisis. A mature, qualified woman, which an agency places in the home to fulfill its needs, works under the supervision of a caseworker or a public health nurse. The film was made in stages: (1) the purposes were determined, (2) experts in homemaker services selected the kinds of situations to be shown and approved the practices to be demonstrated and the staff relationships to be portrayed, (3) the content was written, photographed, and edited, and (4) the film was tested with various audiences and a discussion guide, incorporating suggestions from users, was prepared. The film has been useful in orienting community leaders to the need for and the potential of homemaker services.

B. PARENT EDUCATION -- FAMILY LIFE

A THREE YEAR PROJECT OF TRAINING OF SOCIAL WORKERS IN PARENT GROUP EDUCATION LEADERSHIP, 1963-64-65. TERMINAL PROGRESS REPORT. Child Study Association of America, Inc., New York, N.Y. National Institute of Mental Health, Bethesda, Md., Sponsor. EDRS Order Number ED 024 862, price MF $0.50, HC $3.90. 76p. 1965.

The three year project which trained social caseworkers for Parent Group Education Leadership was sponsored by the Child Study Association (responsible for training), and the Family Service Association of America which acted as an intermediary between various family agencies involved. The first year three-week training session emphasized the psychology of stages of development, while the second year emphasized discipline and Anna Freud's concept of transitional habits and objects. Trainees, parent groups, and agency administrators completed background, attitude, personality, and rating forms to continuously evaluate program and trainee progress. Various media were used to interest parents in classes. Participating parents felt positively about the class experience, and low income groups seemed to profit the most. Analysis of trainee testing data suggest that those who had the highest final rating were those who seemed to have changed the least during the training process. The majority of social agencies felt that parent education would remain a permanent part of the agency. (ENABLE, a low income parent education program and outgrowth of this project, is described.)

THE CONTENT FOR TRAINING IN PROJECT ENABLE. Birnbaum, Martin M., and others. Child Study Association of America, New York, N.Y. Also available, for $2.65, from the Child Study Association of America, Inc., 9 E. 89th St., New York, N.Y. 10028. EDRS Order Number ED 024 864, price MF $0.50, HC $4.65. 91p. 1967.

Education and Neighborhood Action for Better Living Environment (ENABLE) was planned as a process in which guided group discussions for parents could provide opportunities, within a social context, for identifying and exploring family and community concerns; plans for neighborhood and community action could encompass insights gained, directions determined, and decisions reached through parent group efforts; and the alteration, revision, or addition of institutional policies and programs could evolve from developing parent participation, and could correlate with other antipoverty programs or with long-term community development programs. Guidelines have been formulated for training group leaders and other workers, assessing the neighborhood and larger community, organizing advisory committees, forming and conducting groups, initiating neighborhood action, and preparing records and reports.

JOINT TRAINING OF PROFESSIONALS AND NON-PROFESSIONALS FOR TEAM FUNCTIONING. Birnbaum, Martin L. New York University, N.Y. Center for the Study of Unemployed Youth. Child Study Association of America, Inc., New York, N.Y. sponsor. EDRS Order Number ED 032 574, price MF $0.25, HC $1.10. 20p. March 21, 1968.

The joint training of professionals and non-professionals to work together as a team has received heavy emphasis in two projects: (1) Project ENABLE (Education for Neighborhood Action for Better Living Environment), and (2) the Child Study Association, Project Head Start Training Program for Parent Participation. The objectives in working with parents are: (1) to help parents improve their neighborhoods, (2) to help parents acquire power, and (3) to help parents achieve their aspirations and goals. Parent group education is the main method used. Teamwork is the concerted action of staff members and parents working together to achieve the purposes and goals of the program. Both professionals and nonprofessionals from poverty neighborhoods work with parents. New patterns in relationships emerge between parents and staff. The teamwork enhances the role functioning of both the professional and nonprofessional. Influences upon team functioning include: (1) commitment toward teamwork, and (2) mutual respect. The advantages of joint training include: common understandings of program concepts develop as a result of joint training. The main key to effective team functioning is seen as adequate training.

INTERDISCIPLINARY APPROACH TO PREPARING HOME EDONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT. APPENDIX C. Garrett, Pauline Gillette. Missouri University, Columbia, Mo. EDRS Order Number ED 026 834, price MF $0.75, HC $8.75. 173p. May 1967.

Sixty-five selections, in note or outline form, from presentations by consultants aiding in preparing leaders for emerging programs serving the disadvantaged are included in this appendix. The subject matter ranges from specific techniques for teaching such skills as reading to general information such as basic understandings necessary for relationships with persons handicapped by social-economic status differences. Sample subject areas are child development, adult basic education, clinical psychology, teaching the culturally disadvantaged, sociology and cultural continuities, planned parenthood, people with special needs, community development, dynamic society, family relations, problems of adolescence, old age, poverty, vocational training and guidance, role playing techniques, and mass media, field trips to housing projects are described.

VOLUNTEER TEACHERS IN COOPERATIVE EXTENSION. Taskerud, Esther and Strawn, Bernice. In Adult Leadership; v18 n2 p53-54. June 1969.

The nonprofessional volunteer leader has become an integral part of the extension education program in family living. Training procedures and benefits to volunteers are discussed.

INSTITUTE FOR TRAINING FOLLOW THROUGH PERSONNEL IN PARENT PARTICIPATION AND EDUCATION. Florida University, Gainesville, College of Education. EDRS Order Number ED 028 140, price MF $0.25, HC $0.70. 12p. 1968.

A two-week summer training workshop will be conducted as the first step in a year-long relationship between six local communities

(Providence, R.I.; Richmond, Va; Jonesboro, Ark.; Lac du Flambeau, Wisc.; Yakima, Wash.; Jacksonville, Fla.) and the University of Florida, Gainesville. (Each will use the Florida Parent Education Model -- see SP 002 385 -- in a Follow Through compensatory education program. The approach requires the utilization of nonprofessionals as classroom teacher aides and as teachers of mothers in the home.) The 45 workshop participants will be teams from each of the communities: a Follow Through Coordinator, the kindergarten and first grade teachers, and the teacher aide/parent educators. Both teachers and aides will receive (1) lecture-discussions and readings in childhood development and learning, expecially of disadvantaged pupils and (2) laboratory skill training in techniques of classroom and pupil observation. Teachers will receive training in techniques for supervising another adult in the classroom and in classroom management of learning tasks. Aides will have a practicum in techniques for teaching mothers in the home. (Included are a general description of the Follow Through program; objectives for the Florida Model; and notes on institute facilities, evaluation, instructional staff, and paricipant eligibility.)

INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT. APPENDIX B. Garrett, Pauline Gillette. Missouri University, Columbia. EDRS Order Number ED 016 833, price MF $0.50, HC $5.50. 108p. May 1967.

The purpose of this study was to determine whether there were common opinions about the role and functions of professional leaders of home economics education in educational programs for disadvantaged parents in the State of Missouri. Fifty-eight professional educators participated in a structured interview using a deck of 60 two sort cards, each containing a statement describing a different job activity concerning the professional leader role. Weighted scores were assigned by respondents to each item sorted, and correlation and factor analyses were used in analyzing the data as to actual and ideal roles. Although there was a lack of agreement among respondents as to relative importance of various activities within the leadership role, most respondents seemed to correlate ideal and actual roles. Respondents valued the leadership role more on the basis of their perceptions of how a professional leader should be involved than on what he was actually doing. They showed general agreement that more importance should be accorded the activities comprising planning and implementing the evaluative and instructional aspects. They disagreed most with the activities comprising the aspect of cooperation with agencies and organizations. It was concluded that disagreement exists concerning the pattern of the professional leader role in parent education programs for the disadvantaged because the lack of agreement could be a potential source of conflict. It should be considered in relation to existing and emerging programs. Implications of the study were that (1) there is a need for realistic objectives and a clear definition of authority, (2) considering the trend of using home economics teachers in parent education programs, teacher education institutions should prepare them to cope with socioeconomic differences, and (3) increasing emphasis on professionalization of the leadership role stresses the need for continued inservice training. An extensive review of the literature on parent education with reference to the disadvantaged is included.

A STUDY OF FACTORS AFFECTING LOW-INCOME FAMILIES INVOLVEMENT IN EXTENSION HOME ECONOMICS PROGRAMS. Ortiz y Davis, Carmen V. New Mexico State University, Las Cruces, N.M. M.A. Thesis. 74p. 1967.

This study was conducted to identify some of the factors affecting the level of involvement of low-income families in extension home economics programs. Methods were sought that would be most appropriate for conducting effective programs with low-income homemakers in the city Housing Authority project in Santa Fe, New Mexico. In general, these homemakers were not members of organizations, received few magazines and newspapers regularly, and were unaware of the educational programs available to them. Family size or poor health kept them from attending educational meetings. Findings suggest personal contact as the single most effective means of working with this group. Small groups of 10 to 14 persons organized within the housing area might provide another effective approach.

A STUDY OF ADULT HOMEMAKING EDUCATION IN WASHINGTON, D.C. Lee, Dorothy J. Howard University, Washington, D.C. M.S. Thesis. 38p. June 1962.

Fifty adults (39 homemakers and 11 male family heads) living in substandard housing areas in Washington, D.C. were interviewed to determine their interest in homemaking education, program needs, and awareness of existing classes. A public school principal, a director of a public recreation center, and all directors of private agencies providing homemaking education were interviewed to assess existing programs and their location. Adult homemaking classes are offered at 19 centers in the city, sponsored by the public schools, the recreation department, and private agencies. Foods and clothing courses are given at most centers, but there are no classes in consumer education, the subject most wanted by the homemakers interviewed. Other courses wanted were family health, child development, and family life education, including understanding the teenager. It is recommended that public schools at more locations offer the desired courses, that there be more cooperation among agencies, and that home economics students at local colleges function as student teachers to augment the inadequate agency staffs and assist agencies in further study of the interests, composition, and needs of the population served.

CHANGE AND PROGRESS, A COMPARATIVE STUDY: HOUSING PROJECT SURVEY 1964-1966, St. Louis, Missouri. Hunter, Starley. Missouri University, Columbia, Extension Division. EDRS Order Number ED 023 979, price MF $0.25, HC $2.50. 48p. 1967.

In 1964, and again in 1966, a survey was made of sample populations of families living in a public housing project in St. Louis, Missouri. The purpose was to find family characteristics, their homemaking practices, and the effects of extension classes in home management and family economics, clothing, and food and nutrition. In 1966, it was found that there was a higher proportion of homemakers under 30, fewer with less than a fourth grade education, and more employed homemakers; incomes were slightly higher but there was a lower level of living. Participants in the homemaking classes in 1966, in contrast to nonparticipants, had a higher proportion of two parent families, were between 30 and 59 years of age, had incomes of $2,000 or more, had two full time workers or one or two part time workers, had larger families, spent more for food but did not have higher quality diets, and knew of Medicare and educational and recreational facilities. The most effective means of spreading information about the extension classes had been flyers and leaflets, followed by television, newspapers, and the Housing Digest.

A SURVEY OF THE HOME AND FAMILY LIFE EDUCATION PROGRAM ON THE HUB HOMES HOUSING PROJECT WITH EMPHASIS ON THE WORK OF THE HOME COUNSELOR. Bishop, Carrie Lee C. Texas Technological College, Lubbock, Texas. Masters Thesis. 159p. 1949.

In a study of the low rent HUB housing project in Lubbock, Texas, the needs of the residents were determined by home visits, conferences, observation, an advisory council, and block leaders. Successful teaching methods included informal class discussions, demonstrations, laboratory work, workshops, illustrated lectures, and field trips. Among areas dealt with were -- food and nutrition, clothing, health, child care, and care and repair of home furnishings. A series of lesson plans presented on home and family life problems were included. It was concluded that the counseling service has trained leaders in home and family life, discovered and met needs of family and home, and offered a means of raising living standards by working cooperatively with the management to make the project a sanitary, clean, and desirable place. A history of public housing in Europe, Russia, South America, and the United States is also included.

MOUNTAIN FAMILIES IN POVERTY. FINAL REPORT. Johnson, Cyrus M., and others. Kentucky University, Lexington, Ky. EDRS Order Number ED 027 115, price MF $0.50, HC $6.40. 126p. May 1967.

Families participating in a program of Aid to Families with Dependent Children and Unemployed Parents were studied to obtain data on personal and health characteristics of adult members, socioeconomic characteristics of the family unit, and the interrelations of these variables. Interviews were conducted by trained interviewers with 324 families residing in 7 rural eastern Kentucky counties. After 3 months, 72 homemakers were reinterviewed to determine what changes had occurred resulting from the program. Most families were found to be improved financially; they were more hopeful about the future; and their children were improving in school activities. One hundred tables are included giving data on: family age, composition, and education; material well-being and level of living; work record and orientation to work; sickness and health; geographic and social isolation; and values and views on life.

TOWARD A DEFINITION OF HOMEMAKER LITERACY. Spitze, Hazel Taylor. In Journal of Home Economics; v60 n5 p333-6. 4p. May 1968.

The problem of how to reach disadvantaged homemakers at the level of their interest and to develop functional literacy is discussed. An example of a sample day in the life of an illiterate homemaker illustrates the common situations which make demands on her. A literate homemaker should be able to: read signs, notices, instructions, local newspapers and simple homemaking bulletins; to use a clock, calendar, recipes, and appliances; write well enough to fill out forms, do her own correspondence, and keep necessary family records; to complete ordinary money transactions; and use numbers well enough to compare prices, change quantities in recipes, and use ordinary measuring devices. Adult classes should also develop social skills, knowledge of one's community, and responsibilities to society.

AN IDENTIFICATION OF EFFECTIVE METHODS TO EMPLOY IN CONDUCTING AN EDUCATIONAL PROGRAM TO REACH AND TEACH LOW-INCOME YOUNG HOMEMAKERS IN RURAL AREAS. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Priester, Jeanne. Auburn University, Alabama. Cooperative Extension Service. EDRS Order Number ED 017 889, price MF $0.25, HC $0.70. 12p. February 1968.

Fourteen nonprofessional program assistants were chosen to conduct the educational programs for low income homemakers in five Alabama counties, supervised by the county home economist. The state administrative staff included a specialist in educational methods, an assistant specialist, and an artist. Deprived mothers were referred by public agencies, schools, and churches. The working visit, a one-to-one teaching method in the homemakers' home, taught by telling, showing, and repeating skills. Each visit was designed to meet the specific interests and needs of the homemaker at her economic, educational, and skill level. A second method utilized small informal groups which met according to individual plans and needs. A low-reading-level newsletter was published monthly for use in both methods. Daily logs were kept of each homemaker by program assistants. It was found that personalized informal learning experiences help deprived young homemakers raise their level of living, encouraged mothers and families to grow out of the relief cycle, and raised self esteem, hopes, and aspirations. It was evident that improvement in homemaker skills resulted in cleaner homes, improved eating habits, and better family relationships. The value of utilizing program assistants was also shown.

EDUCATIONAL METHODS USED IN PRESENTING CONSUMER INFORMATION TO HOMEMAKERS LIVING IN LOW INCOME URBAN AREAS. Norris, Virginia. Ohio State University, Columbus, Ohio. University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106. Order Number 67-16,321 MF $3.00, Xerography $9.70. Ph. D. Thesis. 214p. June 1967.

A study of low income homemakers attending consumer information educational meetings in St. Louis City, Missouri was undertaken to determine the knowledge acquired in specified consumer education practices and to assess the applicability of educational methods in presenting consumer information. The schedule of 121 questions used by interviewers to gain responses from those in the ten percent sample was based on teaching objectives outlined by extension home economists on subject matter presented by leader aides, in classes, and through the mass media. Participants ranged from 18 to 78 years of age and 82 percent had not completed high school. The mean family size was 3.91. The median family income was $3,590, chiefly from social security benefits. Homemakers adopting practices and acquiring subject matter knowledge were usually those with 9-11 years of formal education and incomes under $2,000. It was recommended that educational programs be aimed at the low income urban homemaker who is under 40 years of age and has a family, and that her leadership abilities be utilized.

EVALUATION OF FAMILY SERVICE PROGRAM, HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION, ESSEX COUNTY, NEW YORK: EXTENSION STUDY NO. 19. Alexander, Frank D. Cornell University, Ithaca, N.Y. Cooperative Extension Service. EDRS Order Number ED 030 784, price MF $0.75, HC $7.15. 141p. November 1968.

An evaluation study of the Family Service Program of the Essex County (New York) Division of Home Economics is focused on the third series of lessons; the purposes of the study were to describe the socioeconomic characteristics of the indigenous program aides and the participants and to show the influence of training for teaching this series of lessons. It was found that aides had higher income, participation scores, and educational levels than participants, but both groups were low in comparison to the country's total population in level of husband's occupation, net family income, and years of school completed. Both aides and participants made significant gains from the pre- to post-test while aides showed slightly higher scores in both testing situations. Participants listed problems of cooking and planning meals, housekeeping, and money management, while aides identified participant problems of care and discipline of children, and health. Among implications are that indigenous women make effective teachers of home economics; both participants in study groups and those taught alone make significant progress; and closer supervision of teaching and attendance would improve the program.

EVALUATION OF A GOODS AND NUTRITION EDUCATIONAL PROGRAM FOR LOW-INCOME FAMILIES IN WILKES-BARRE, PENNSYLVANIA. Brown, Emory J., and others. Pennsylvania State University, University Park, Extension Service. Extension Studies 32. EDRS Order Number ED 017 856, price MF $0.25, HC $1.45. 27p. June 1965.

Recipes, food ideas, and professional sources of information were listed on Penny Planner cards mailed each month to homemakers on the Pennsylvania Food Stamp Program to increase their knowledge of nutrition and to have them use recommended foods and recipes. To evaluate the project, a sample of 145 recipients in the Wilkes-Barre district were interviewed by staff members of The Pennsylvania State University. Most homemakers recognized the cards, more than half had read them, and almost half had filed them away. Over half said they were of some help. Few sought additional information from professional sources. Homemakers have started to use new kinds of goods, but this change is due to the Food Stamp Program, rather than to the cards. Homemakers interested in the information had monthly incomes of $150 or more, larger families, were under 60 years of age, and were able to read English. Condition of the house, spare-time activities, formal education, church membership, type of assistance received, and personal neatness were not associated with program effectiveness. This educational method has been accepted with satisfaction by the Food Stamp recipients. However, educational specialists will need to consider the heterogeneity of the low-income population and adapt subject matter and teaching methods to meet varying needs and resources.

EVALUATION OF FAMILY SERVICE PROGRAM. HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION, CLINTON COUNTY, NEW YORK. Extension Study 15. Alexander, Frank D. New York State University, Ithaca, N.Y. College of Agriculture at Cornell University, New York State University, Ithaca. College of Home Economics at Cornell University. EDRS Order Number ED 016 903, price MF $0.75, HC $6.80. 134p. September 1967.

A study of the Family Service Program of the Clinton County, New York, Division of Home Economics was made in 1966 to determine the socioeconomic characteristics of study group participants and of Family Service aides serving as their teachers, and to evaluate the effects of instruction on the participants. Data were obtained largely from interviews with aides and participants and from pretesting and posttesting of knowledge, reports by aides, and the files of the Home Economics Division and the Community Action Agency. The aides as a group ranked above the participants in terms of formal education, husband's occupation, net family income, and organizational participation, but below the county average in terms of income. Compared to the overall county participation, the study group participants ranked lower on education, husband's occupation, and net family income. Among the major implications of the findings on the program are that local women can be recruited and effectively trained as aides in home economics education, members of the study groups will significantly increase their knowledge and will use it, and existing means of student recruitment are reaching their intended audience. Appendixes include tests, interview schedules, and lesson report forms.

EVALUATION OF FAMILY SERVICE PROGRAM, HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION, CLINTON COUNTY, NEW YORK. Supplement to Extension Study Number 15. Alexander, Frank D. New York State University, Ithaca, N.Y. College of Home Economics at Cornell University, New York State University, Ithaca. College of Agriculture at Cornell University. EDRS Order Number ED 017 836, price MF $0.25, HC $1.85. 35p. February 1968.

Combined data on third and fourth cycle lessons of the Clinton County Family Service Program were used to study the socioeconomic characteristics of the participants and to evaluate the effects of teaching. Place of residence, home ownership, age, educational level, marital status, family composition, employment, mobility, income, and participation were among characteristics discussed. Both groups had a larger percentage of urban participants, fewer women from owner families, a lower median age, and a greater number of persons per household than the average county or rural populations. The high ratings of lessons indicated satisfaction and pre and post test scores show significant gains in knowledge. Implications suggest that recruitment should be continued as it has been since both groups differed importantly and unfavorably from the county's total and rural population. The Family Service Aides, when trained by competent home economists, can teach participants so that they make significant progress.

PROJECT HEVE (HOME ECONOMIST VOLUNTEERS FOR EDUCATION), ADULT EDUCATION FOR MOTHERS ON PUBLIC AID. In *Illinois Teacher of Home Economics*, 9(3)/127-137, 1965-66. Spitze, Hazel T. 13p.

The purposes of Project HEVE, conducted in Champaign-Urbana, Illinois, during 1965-66, were -- to investigate the effectiveness of a weekly class and personal contacts with mothers on public aid concerning improved diet, clothing and housing satisfaction, consumer practices, and social interaction, to help home economist volunteers increase their experience in adult teaching and their understanding of low income families, and to afford student home economics teachers a greater understanding of disadvantaged families. Volunteers held classes on such topics as home decoration, nutrition, buying of food and clothing, comparison shopping, use of credit, child rearing, gardening and yard care, and home safety. However, attendance was very low, perhaps mainly because of family emergencies. Interviews with 20 mothers with teen-aged daughters revealed widespread loneliness, predominance of housing concerns, dietary omissions and irregular meals, excessive rents, lack of storage space, dissatisfaction with the daughter's clothing and an average educational attainment of 8 years (5 of the 20 were functionally illiterate). The child rearing talk drew the greatest interest. Both the volunteers and the student teachers gaind a broader perspective.

"OPERATION GAP-STOP." Mendelsohn, Harold, and others. In Television Quarterly; v7 n3 p39-52. Summer 1968.

Operation Gap-Stop was designed to test the efficiency of television in transmitting helpful information about day to day living to urban poor in public housing in Denver. The approach was based on careful analysis of the needs and tastes of the population and on provision of material hand-tailored to meet their specific requirements. A survey showed that favorite programs were daytime serials but that residents would watch programs on health, money management, and jobs. A family serial, Our Kind of World, was created, which incorporated everyday problems of the target audience; and as far as possible, members of the ethnic minorities were cast as actors. Commercials stressing community services were inserted in the programs. To test motivational methods, three groups were motivated by printed promotional material, or by word of mouth, or a token monetary incentive; a fourth group had no form of motivation. The program was aired on an educational channel at noon and was aimed at a female audience. About 19% of those surveyed watched on or more of the programs but there was a substantial secondary audience of children, friends, and neighbors. The program was considered a success and it demonstrated that television could approach a specific target audience.

HOME EDUCATION LIVELIHOOD PROGRAM IN NEW MEXICAO FOR UNDEREMPLOYED SEASONAL AGRICULTURE WORKERS. Home Education Livelihood Program, Albuquerque, N.M. EDRS Order Number ED 020 807, price MF $0.25, HC $1.85. 35p. December 1965.

The home education livelihood program (HELP) in New Mexico provides educational opportunities to economically disadvantaged Spanish American and Mexican American agricultural workers. The basis of the HELP program is adult and family education including basic child care and remedial instruction. HELP produces some of its own instructional materials geared for adult education uses. Community education centers provide basic education classes, home economics and manual skills instruction, day care services, and hot lunch programs. Remaining future areas of need in New Mexico include development of vocational training skills, agricultural cooperatives, and business enterprises in underdeveloped communities.

SO WHO NEEDS MONEY TO FIGHT POVERTY, A COLLECTION OF NO-COST, LOW-COST PROGRAMS. New Jersey Community Action Training Institute, Trenton, N.J. EDRS Order Number ED 022 117, price MF $0.25, HC $2.65. 51p. April 1967.

One of a series that can be used by New Jersey community action workers, this training manual for antipoverty work is a collection of low-cost, no-cost programs focusing on consumer education and assistance, fund raising, employment and education (including creative writing and teacher aide training), youth services, and recreation. Examples of community action programs outside New Jersey are also included, together with a checklist and advice on program planning.

A GUIDE TO HOUSEKEEPING. North Carolina State Board of Education, Raleigh, N.C. Adult Basic Education. EDRS Order Number ED 014 624, price MF $0.25, HC $2.95. 57p.

Instructions for cleaning every part of the house are given in outline form with pictures to illustrate procedures. For each job a list of supplies needed, step-by-step instructions, and special tips are given. A plan for keeping a clean house includes lists of jobs to be done daily, weekly, and monthly. The section on home safety includes placement of furniture and upkeep of floors and rugs, lists of safe clothing for the housekeeper, instructions for the proper use of electrical appliances, and safety precautions to be taken in the bathroom, kitchen, and with cleaning supplies and medicines.

VI. CONSUMER EDUCATION -- MONEY MANAGEMENT

GUIDELINES FOR CONSUMER EDUCATION. Illinois State Office of the Superintendent of Public Instruction, Springfield. EDRS Order Number ED 028 276, price MF $0.50, HC $5.25. 103p. June 1968.

Consumer Education is not intended to direct consumer choices. It does provide an awareness of alternatives and opportunities and assists the consumer in making the choice which is best for his purposes in light of his values. It is not the purpose of consumer education to indoctrinate values. Consumer education should provide the experiences that enable students to engage in the process of weighing the evidence necessary to arrive at an intelligent decision. Guidelines are suggested for the consumer education curriculum topics: (1) General Principles of Consumer Purchasing, (2) Budgeting or Managing Money, (3) Using Consumer Credit, (4) Buying Goods and Buying Services, (5) Purchasing and Maintaining Automotive Products and Services, (6) Using Leisure Time, Money, and Energy, (7) Renting or Owning a Home, (8) Making Use of Insurance, (9) Savings and Investments, (10) Consumer Taxes, and (11) Consumer Rights and Responsibilities. Each topic is presented through a statement of rationale, a list of objectives stated in behavioral terms, a suggested content outline, suggested student activities, and a few specific resources applicable to the topic. Additional resource materials for each topic are listed in the final section of this publication. Suggestions are also included for curriculum organization, time allotment, school and community resources.

FAMILY FINANCE EDUCATION, AN INTERDISCIPLINARY APPROACH. Volume I. Gibbs, Mary S., and others, ed. Indiana State University, Terre Haute, Ind. Center for Education in Family Finance. 100p. 19 7.

The first of two volumes presents school curriculum development as it relates to family finance and background for money management. An interdisciplinary approach is used, based on philosophy, sociology, and psychology. Part I deals with general curriculum planning, concept formation, establishing behavioral objectives overview of curriculum patterns, processes and procedures, and evaluation of family finance education. It is emphasized that students should be able to evaluate the worth of what they have learned and make sound decisions about earning and spending of money. Individual differences must be considered as well as utilization of appropriate materials and resources. Family finance can be integrated into established curriculums of home economics, economics, history, sociology, geography, health, language arts, or any combination of these subjects. Part II discusses an overview of economic education, psychological implications of money management, sociological factors related to money management, and decision-making from a family unit point of view.

FAMILY FINANCE EDUCATION; AN INTERDISCIPLINARY APPROACH. VOLUME II. Gibbs, Mary S, Ed.; and others. Indiana State University, Terre Haute, Ind. Center for Education in Family Finance. Available from the Center for Education in Family Finance, Indiana State University, Terre Haute, Ind. 47809. 185p. 1968.

Volume II of a two-part series related to family finance education provides materials for study and discussion in the 1968 workshop. In Part I members of the advisory council present their viewpoints concerning an interdisciplinary approach to education in family finance. Part II presents basic and current information related to principle areas of money management -- individuals as consumers; decision-making; budgets; selecting and financing the home; installment buying; life, health, unemployment, and old age insurance; credit unions; the stock market; and estate planning. Part III covers field trips made in 1966 and 1967 to eight financial institutions in Indianapolis and Terre Haute. Based on these trips, information is presented on consumer finance industry, life insurance, and handling financial transactions. Part IV, on educational implications, covers new dimensions in consumer education, the right to consume equitably, the stock market, action research, and a plan for conducting classroom research.

THE NATIONAL LEADERSHIP CONFERENCE ON CONSUMER EDUCATION AND FINANCIAL PLANNING. (Maryland University, College Park, Md. July 18-19, 1966.) Proceedings Maryland University, College Park. College of Education. National Committee for Education in Family Finance, sponsor. EDRS Order Number ED 016 906, price MF $0.50, HC $5.90. 116p. 1966.

The National Leadership Conference on Consumer Education and Financial Planning was a pilot project to bring together state department of education curriculum officials for an exchange of ideas. The 19 participants, representing 16 states, formed four interest groups -- consumer education related to business education, adult education, home economics, and total school (K-12) programs. Recommended plans for the initiation of programs in consumer education included surveying present programs, identifying specific needs for particularized consumer education, developing public relations activities to stimulate interest, establishing state positions of Consumer Education Coordinator, developing inservice meetings for teachers, principals, and supervisors in consumer education content and methods, selecting master teachers and education specialists to define consumer economic concepts and behavioral goals, and organizing the printed materials, audiovisual aids, and community resource people in a classified list for local school use. Document includes summary of group reports, list of participants, and texts of the lectures presented.

SELECTED BIBLIOGRAPHY OF THESES AND RESEARCH IN FAMILY ECONOMICS AND HOME MANAGEMENT. Manning, Sarah L.; Dunsing, Marilyn. American Home Economics Association, Washington, D.C. EDRS Order Number ED 028 290, price MF $0.25, HC $2.90. Also available from American Home Economics Association, 1600 20th St. N.W., Washington, D.C. 20009 ($0.75). 56p. 1965.

Bibliographic citations are classified according to: (1) Home Management, (2) Teaching Home Management, (3) Use of Space, Work Areas, Housing, Equipment,(4) Time and Energy, (5) Consumer Buying, (6) Family Economics, (7) Teaching Family Economics, (8) Levels and Standards of Living, (9) Income, Expenditures, and Savings, (10) Financial and Economic Arrangements, and (11) Age of Family. Each of these classifications is subdivided into several more precise classifications for easy reference. Materials referenced are for the most part journal articles, dating from 1961 to 1965.

ESTATE PLANNING; A SUGGESTED OUTLINE FOR AN ADULT GROUP. New York State Department of Education, Albany, N.Y., Bureau of Business and Distributive Education. EDRS Order Number ED 030 054, price MF $0.25, HC $2.75. 53p. 1964.

This course outline on estate planning is designed for teachers and leaders in New York State public school adult education programs. Basic elements in estate planning (inventory, objectives, analysis, problem areas, administration, and others) are outlined, followed by information and guidelines on accumulating an estate, conserving an estate, making wills, creating trusts, and the special problems of businessmen and employees. Such aspects as estate taxes, allowable tax reductions and exemptions, and property that can or cannot be included in a will, are considered. Also included are suggested classroom techniques for instructors, pointers for discussion leaders, and the American Bar Association's Information Opinion A of 1959, pertaining to professional ethics in estate planning.

CONSUMER EDUCATION FOR DISADVANTAGED ADULTS. Spitze, Hazel Taylor, Ed. and Stice, Ann, Ed. In Illinois Teacher of Home Economics, vll nl. 98p. Fall 1967-68.

This journal issue presents a teachers' guide on consumer education for disadvantaged adults, followed by guidelines for teacher self-evaluation, home visits and projects, evaluations of student opinions and progress, child rearing, and children's activities. Selected references and available journal issues are also listed.

LESSON PLAN MANUAL, A SERIES OF LESSON PLANS AND WORKSHEETS ON CONSUMER EDUCATION AND STUDENT WORKSHEETS FOR CONSUMER EDUCATION LESSON PLANS, ADULT BASIC EDUCATION. New York State University, Albany, N.Y. New York State Education Department, Albany. Bureau of Continuing Education Curriculum Development. Free copies of this publication are also available to New York State school personnel when ordered through a school administrator from the Publications Distribution Unit, State Education Building, Albany, N.Y. 12224. EDRS Order Number ED 022 126, price MF $0.50, HC $5.25. 103p. 1967.

This manual provides teachers with lesson plans in consumer education. Each lesson contains background material offering the teacher specific information on the subject of the lesson, development of understandings, student worksheets, and discussion questions to encourage student involvement. The ten lesson plans are -- Buying on time, Retail installment contracts, Shopping for money, Getting more for your money, Banking services, Fraudulent selling, Shopping for clothing and food, Sales -- discount and seasonal, and Landlord-tenant relationship. Emphasis has been placed upon the benefits derived from accurate information. Students become familiar with the full meaning of contract signing, and learn about the lending institutions, the varied cost of borrowing money, and how to shop carefully.

CONSUMER EDUCATION FOR THE JOB CORPS. Consumers Union of U.S., Inc., Mount Vernon, N.Y. Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. PB-177-516, MF $0.65, HC $3.00. OEO-683. 166p. June 12, 1966.

The report analyzes the pattern of basic education within the Job Corps to determine how best to fit consumer education into that pattern and to develop both minimum and maximum goals for a consumer education program. An extensive bibliography of books and magazine articles is included; it is principally valuable for teachers or others engaged in consumer education; only a few items are especially suited to persons of low reading abilities. Also listed are pamphlets and sources for them, as well as films and filmstrips.

VII. PARENT EDUCATION

A. PARENT-CHILD RELATIONSHIP

YMCA WORK WITH THE FAMILY IN CANADA. Brundage, Donald Hazen. Columbia University, New York, N.Y. University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order Number 69-6026, MF $3.00, Xerography $7.80. Ed. D. Thesis. 167p. 1968.

This study reviewed the nature and extent of current Canadian Young Men's Christian Association (YMCA) work with families, elicited creative ideas from selected staff personnel and laymen as to future family programs and services, examined current programs against a backdrop of societal change affecting the Canadian family, and drew implications for strengthening family work as a program emphasis. Questionnaires were sent to individual YMCAs and to members of the Executive Committee of the National Council of YMCAs. Family service received some emphasis in 55 YMCAs. No single YMCA characteristic was clearly predictive of family program involvement although most Canadian YMCA family programs were recreational. Amalgamation did not seem significant in promoting and sustaining work with families, but the majority of YMCAs did offer family programs and services. Professional and lay leader training as family life educators was seen as basic to effective YMCA family work, and respondents stressed the need to continue program planning research. Comprehensive research, cooperation with other agencies, and changes in reporting and facilities were urged.

RESEARCH ON THE FAMILY: THE SEARCH FOR WORLD TRENDS. Mogey, John M. In Journal of Marriage and the Family; v31 n2 p225-232. May 1969.

PSYCHOLOGICAL PROBLEMS IN THE AMERICAN FAMILY. Harris, Dale B. and Ebert, Ronald S. Center for Continuing Liberal Education, Pennsylvania State University, University Park, Pennsylvania 16802. 506p. 1967.

This guide provides the basis for a study-discussion course in the social psychology of the American Family. The course is designed to give an overview of major areas of stress in contemporary family life, to define and offer possible solutions to these problems, and to present some consideration of their meaning for individuals. This manual is divided into nine units of work, each with its own introduction, collection of readings, and questions for individual student work and group discussion. The first four units give a perspective on changing functions of the family, materials on adjustmental requirements occasioned by change and adaptation to stress, a diversity in styles of child rearing, and the modern problem of developing an adequate self in a society which seems increasingly anomic. The second portion of the course, addressed to the life cycle, includes four units dealing with socialization, characteristics of the childhood and adolescent periods, and problems of the middle and later years of life. A final section deals with the degree to which the family is affected by changing values.

THE FAMILY IN THE EVOLUTION OF AGRICULTURE. McKie, Craig, and others. Vanier Institute of the Family, Ottawa, Ontario. EDRS Order Number ED 028 851, price MF $0.25, HC $2.50. Also available from The Vanier Institute of the Family, 170 Metcalfe St., Ottawa 4, Canada ($1.00). 48p. June 1968.

Four Canadian specialists were commissioned to address themselves to (1) the revolution of agriculture and its consequences on the rural family, (2) the place and responsibility of women in the evolution of agriculture, (3) the problems of education and the professional development of women, and (4) adaptation of the rural family to technical, economic, and social change. The papers emphasized that traditional family patterns are changing in rural Canada and are becoming increasingly similar to life styles of urban families as a result of specialization and industrialization.

SOME PRINCIPLES OF TRAINING FOR PARENTAL EDUCATION. Meredith, Patrick. In International Journal of Educational Sciences; v3 n2 p133-138. October 1969.

PARENT EDUCATION, AND INTERNATIONAL SURVEY (Studies in Education). Stern, H. H. Hull University, Hull, England. UNESCO Institute for Education, Hamburg, Germany. 169p. October 1960.

Emphasizing programs in the United States, France, Germany, and the United Kingdom, this study deals with practical attempts that have been made to influence parenthood by educational measures, partly through work with children and young people in preparation for marriage and parental responsibilities, and partly through advice, help and information given to parents on the care and upbringing of children.

PLANNING FOR IMPACT: A GUIDE TO PLANNING EFFECTIVE FAMILY PROGRAM. Hardy, James M. National Board of Young Men's Christian Association, New York, N.Y. Available from National Board of Young Men's Christian Association, Association Press, 291 Broadway, New York, N.Y. 10007 ($1.25). 33p. 1968.

A document intended to provide program planning guidelines for Young Men's Christian Associations (YMCAs) desirous of working with families, recommends adherence to eight principles and following of five steps. The principles involve planning before action, fact finding and analysis, clear deliniation of operational objectives, planning at all organizational levels, making of choices, involvement of those who must carry out plans, consideration of the skills and limitations of those who must carry out plans, and generation of receptivity of potential participants. The five steps are: (1) information (collection and analysis of community data); (2) direction (selection of dimensions of need and stages of the family life cycle); (3) strategy (selection of strategic goals); (4) tactics (development of operating plans); (5) evaluation (review and analysis of experience). Effective planning is a continuous process and the five steps must be taken as part of a cycle. An appendix with family planning forms and procedures is included.

PLANNING AN ADULT EDUCATION PROGRAM IN PERSONAL AND FAMILY LIVING. Gross, Emily Ganze. Texas State College for Women, Denton, Texas. Masters Thesis. 152p. 1954.

Family situations of 70 parents were studied to determine (1) the relative importance of specific knowledge and abilities in personal and family living, and 20 attitudes and values in family living attitudes and values. Conferences and checklists were used to collect data on parents' backgrounds and on the adult classes taught during the last four years. Fathers and mothers were found to rate importance of specific knowledge and abilities differently in seven content areas -- personal adjustment, use of

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time and energy, use of money, housing, family and children, clothing and textiles, and foods and nutrition. There was evidence of varying degrees of awareness of the effects of social changes on family life. There was a general increased interest in child development and the value of family cooperation. Fathers distinguished more sharply between roles of men and women in the family than did the mothers, but the data also suggested that differences in role patterns were less pronounced. A new curriculum in personal and family relations was planned based on these findings. It was recommended that teachers of adults in planning a program be more aware of home and family backgrounds, family values, and physical, mental, and emotional needs.

DETERMINANTS OF PARTICIPATION IN PARENT EDUCATION COURSES. (In Journal of Health and Human Behavior, 7(4)/302-308, Winter 1966.)
Cullen, James S. 7p. Winter 1966.

Social and attitudinal determinants of participation and nonparticipation in child rearing discussion courses were studied. Ninety-six lower-middle class mothers of babies between six and twelve months old were interviewed about interests, sources of child care knowledge, perception of family relationships, and husband's views on wife and mother roles. The mothers were invited to attend a discussion course of four sessions on child rearing. A followup interview collected additional data on attitudes toward experts, interest in child care (physical versus behavioral aspects), perceived adequacy of child management knowledge, and perceived advantages of attendance. Only 23 expressed interest in attending classes. These were likely to be educational and/or occupational status, combined with an interest in child behavior. Higher intelligence and/or "drive" were also suggested as variables to pursuing educational interests. Practical implications for parent educators are discussed.

RECOMMENDATIONS FROM THE WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH FOR HOME ECONOMICS TEACHERS ON THE FAMILY TODAY. PART I.
Simpson, Elizabeth, Ed. and Manning, Doris, Ed. EDRS Order Number ED 026 475, price MF $0.25. HC available from the Department of Home Economics, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 ($0.75). 50p. 1961.

Many of the recommendations of the 1960 White House Conference on Children and Youth have implications for home economics education, and 14 relevant recommendations form the basis for this publication and for Part II, available as VT 005 254. This document, Part I, contains four articles on family problems which affect school-age members. Each chapter begins with a presentation of one or several recommendations made at the White House Conference to solve these problems. A brief discussion follows of related material drawn primarily from survey and reference papers prepared for the conference. Finally, suggestions are given for implementing the recommendations in the home economics program. The Role of the Family Today, described in Chapter I, considers the family as society's basic unit, contemporary family problems and the role of home economics in solving problems. Chapter 2 emphasizes the need for and implementation of family life education. Family communication, understanding, values, and masculine and feminine roles, among other topics, are considered. Other chapters deal with the effects of mobility and family nutritional problems. The document contains list of teacher aids.

RECOMMENDATIONS FROM THE WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH FOR HOME ECONOMICS TEACHERS ON THE FAMILY TODAY. PART 2. Simpson, Elizabeth, Ed. and Manning, Doris, Ed. National Educational Association, Washington, D.C., Department of Home Economics. EDRS Order Number ED 026 474, price MF $0.25. HC available from the Department of Home Economics, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 ($0.50). 34p. 1961.

Many of the recommendations of the 1960 White House Conference on Children and Youth have implications for home economics education and 14 of these recommendations form the basis for this publication, and for Part I, available as VT 005 255. Part II contains four articles on problems of families which affect their school-age members. Each chapter begins with a presentation of one of several recommendations made at the White House Conference to solve these problems. A brief discussion of related materials drawn primarily from survey and reference papers prepared for the conference participants follows. Finally, suggestions are given for implementing the recommendations in the home economics programs. Chapters cover: (1) Family Life and Leisure Activites, (2) Teaching Values Through Family Recreation, considering the need for values as well as the evaluation and planning of family recreation, (3) Family Guideposts to Social Behavior, describing establishments and activities of parent education programs, and (4) The Family and Citizenship Education discusses the role of the home, community, and home economics teacher.

FAMILY RELATIONS AND CHILD DEVELOPMENT; HOME ECONOMICS RESEARCH ABSTRACTS, 1967. Purcell, Mary Lou, Ed. American Home Economics Association, Washington, D.C. EDRS Order Number ED 026 502, price MF $0.50, HC $3.65. Also available from the American Home Economics Association, 1600 20th St., N.W. Washington, D.C. 20009 ($1.75). 71p. 1968.

This publication is one of a continuing series entitled Home Economics Research Abstracts, which annually compiles abstracts of masters theses and doctoral dissertations completed in graduate schools of home economics. These 115 abstracts of Family Relations and Child Development research, completed in 1967, were submitted by 34 graduate schools. Editing and preparation of abstracts for reproduction has been done by representatives of subject-matter sections of the American Home Economics Association. Child Development abstracts have been classified under the topics (1) Infant and Young Child, (2) Elementary School Age Child, (3) Adolescents, and (4) Miscellaneous. Family relations abstracts are categorized under the topics: (1) Adolescents, (2) Adults, (3) Family and Parent-Child Interaction, and (4) Program Development.

PRE-PARENTAL EDUCATION. FINAL REPORT. Washburne, Vera and Washburne, Norman F. Lake Erie College, Painesville, Ohio. Community College for Adult Education, Department of Psychology. BR-7-E-110. EDRS Order Number ED 033 432, price MF $0.25, HC $1.75. 33p. August 1968.

The objective of the pilot studies was to evolve a course which would increase the confidence and competence of young people to undertake the responsibility of parenthood, as well as to sharpen the awareness and sensitivity of those who had already undertaken this role. Three training groups of students were selected from Lake Erie College and the Community College for Adult Education. One of the groups consisted of seniors contemplating marriage, one consisted of young parents, and another of parents of adolescents. The hypothesis was justified that there would be identifiable recurrent problems or themes in all three groups. These were, as a matter of fact, uncovered by means of two-hour sessions with the students which were taped and analyzed, and these recurrent themes constitute the content of the proposed course which will henceforth be a part of the college curriculum. All of the participating students felt a great need for such a course and recommended that it also be available to high school students as well as to students in adult education.

THE CONTINUOUS PARENT EDUCATION GROUP. Berger, Miriam E. In The Family Coordinator; v17 n2 p105-9. 5p. April 1968.

In this parent education program in the metropolitan New York area, lay membership organizes to hire professional leaders as discussants in a continuing group. Monthly meetings are held in members' homes from September to June. Unlike therapy, these parent education groups seek to provide an orientation and an enriching of parent-child relationships rather than to deal with pathology or the unconscious. There is a need to experiment with various approaches to parent education programs and to evaluate their effectiveness.

REPORT OF THE BERKELEY PARENT EDUCATION WORKSHOP (July 20-29, 1967). Smith, William J. J. California State Department of Education, Sacramento, Calif. Bureau of Adult Education. EDRS Order Number ED 030 786, price MF $0.50, HC $4.85. 95p. 1968.

In 1967, the California Congress of Parents and Teachers (PTA) and the Bureau of Adult Education of the State Department of Education conducted a ten day parent education workshop designed to help the participants understand how group dynamics functions to develop individuals to act as leaders in home and community. Lecturers addressed themselves to the PTA story, leadership and communications, processes helping and hindering communications, communication across generations and cultures, communication and attitude change, and the problems created by the overgrowing population in California of Mexican Americans, many of them migrants. Service committees reported on mechanical aspects of running the workshop. Study groups gave reports of their discussions of leadership and communication between parents and preschool and school age children, problems and needs in parent education, use of community resources, effective communication in the PTA unit and the community, and family life education. Appended is the full text of a speech by Eugene Gonzales on understanding the Mexican American -- problems of the bilingual child, myths that should be exploded, the 60-80,000 migrant children in California, and education as the means to break out of the barrios.

PARENT EDUCATION LEADERSHIP FUNCTIONS OF OHIO'S TAX-SUPPORTED COLLEGES AND UNIVERSITIES, AND PUBLIC ELEMENTARY SCHOOLS. Hendrickson, Norejane Johnston. Ohio State University, Columbus, Ohio. Ph.D. Thesis. 229p. 1958.

This study was concerned with the roles of Ohio's public elementary schools and tax-supported teacher training institutions in parent education. An historical study of the parent education movement showed that lay people, through their organizations, have shown a need for help in this field. Two questionnaires used to examine the practices of public elementary schools and the tax-supported higher education institutions, showed that these two agencies had some leadership functions appropriate to them, and appropriate for leadership in parent education. Regular staffs carried on parent education work in these institutions. Judges, 16 from public schools and 12 from colleges and universities, accepted more leadership functions as desirable practices for their agencies than the educational institutions practiced. The conclusion was that the two types of tax-supported educational agencies were not accepting a major responsibility for parent education.

A PROGRAM OF PARENTAL EDUCATION IN THE PUBLIC SCHOOLS OF TYLER, TEXAS. Spencer, Myrtle, B. Syracuse University, New York. M.A. Thesis. 63p. 1956.

A study was made to collect information and determine the needs and interests of parents in establishing public school parent education classes and to offer suggestions, recommend sources of information, and give assistance in developing parent education programs. Data on need for parent education in Tyler, Texas was obtained through questionnaires,inquiries, interviews and observations. A definite need for parent education was found, since there were no planned programs in the 77 schools participating in the survey. It was also felt that valuable information guidance, and assistance could be provided by the investigator to planners of public school classes. Enthusiasm and cooperation was generated by the investigation. Parents realized the influence of home life on their child's school life. Officials in urban and rural areas should be urged to plan programs to help parents acquire knowledge and skills needed.

THE FLORIDA PARENT EDUCATION MODEL. Florida University, Gainesville, Fla. College of Education. Prepared for the Atlanta Follow Through Workshop, October 10-12, 1968. EDRS Order Number ED 028 139,price MF $0.25, HC $0.50. 8p. 1968.

This paper describes the model for a program of compensatory education designed to intervene directly in the home so that the home situation might lead to better school and life performance.

A section on "Rationale amd Major Objectives" explains the program emphases: (1) the development of nonprofessionals as parent educators and as effective participants in the classroom teaching process, and (2) the development of appropriate observation procedures and instructional tasks which can be carried from the school into the home to establish a more effective learning environment. Specific objectives are listed for changes in mothers, teachers, and pupils. The role of the aide in effecting home-school liaison is outlined, and a typical day in the classroom is described. A section on "Procedures for Implementation" describes (1) the summer workshop to train both teachers and aides in their role relationships and in a set of observation techniques for studying individuals, groups, teaching behavior, or classroom climate; (2) the development of materials and teaching procedures; (3) the consultant and monitoring system developed by the university to assist participating schools. Sections on "Expectations" and "Future Developmental Work" include preliminary evaluative notes on the model's first year of operation.

OPERATION FAMILY -- AN EXPERIMENT IN FAMILY LIFE EDUCATION. Harding, Gene. In Adult Leadership; v17 n4 p169-70+. 4p. October 1968.

In an experimental family life education project sponsored by the University of Nebraska Extension Division, 12 families participated in a one-week camping experience at a state park. The camp schedule was made as loose and informal as possible. Emphasis was placed on family communication and problem solving, with families helping to determine the agenda. Planners developed recreational activities that would reinforce learning. In the morning, which was for discussion and experimentation, parents and teenagers explored family relationships, attitudes, and problems; afternoons were used to reinforce the morning considerations. Younger family members were involved in only a few brief group discussion sessions. Parents rated the experience as the most intellectually stimulating family activity in which they had ever participated, as their best family vacation, and an excellent opportunity to learn about family relationships. Conclusions were arrived at by Extension Division staff members concerning such matters as recruiting and learning environments.

GUIDANCE RESEARCH IN ACTION; GROUP COUNSELING WITH PARENTS, MONOGRAPH 2. Shaw, Merville C. and Tuel, John K. Chico State College, Calif. EDRS Order Number ED 012 077, price MF $1.25, HC $16.65. 331p. April 1965.

The second phase of a 3-year study to define an objective for guidance services is primarily concerned with the inclusion of teachers in group counseling and the continued development of group counseling with parents. The 22 participating schools from six school districts in California and New Mexico included K-12 from all socioeconomic levels. To facilitate both the research procedure and the data processing, 10 data-collection instuments were developed, refined, and used with individuals, groups, and schools. A wide variety of data ranging from expression of attitude to ratings of overt behavior was collected and stored on punch cards. The analysis of these data was conducted according to the pattern set by the specific major hypotheses regarding correlations of the perceptions of students, teachers, and parents concerning aptitudes, vocational interests, and student scholastic performance as well as the relationship of educational attitudes, community attitudes, and parental participation in the study. Eleven variables were considered in the hypotheses. One major hypothesis was concerned with the effects counseling with parents and teachers has on students. The preliminary findings, although primarily actuarial in nature and not complete, provide some indication that the group approach is feasible from both the point of view of the pupil personnel specialist and the degree of parent participation.

CHANGING CHILD REARING ATTITUDES THROUGH GROUP DISCUSSION. Shapiro, Irving S. Columbia University, New York, N.Y. MicA 55-670 is available from University Microfilms, Ann Arbor, Michigan. $2.80. Ph.D. Thesis. 224p. 1954.

Fifty parents responded to a questionnaire measuring child rearing attitudes of authoritarianism, possessiveness, rigidity, fussiness, permissiveness, parent-child integration, and good judgment. Twenty-five parents comprised the experimental discussion group and were matched with 25 control subjects (1) on an individual basis, according to occupation, education, religion, age, sex, and (2) on a group basis according to mean score on the initial test, number of children per family, age distribution of children, family income, and nativity. Twelve group discussion meetings were led by the investigator according to a defined procedure. Ten months later, the questionnaire was again mailed to the 50 participants. A psychiatric social worker and public health nurse, who had visited the homes, also rated the participants on each of the six dimensions covered by the questionnaire. It was found that exposure to a group discussion technique modified parental child-rearing attitudes in a predetermined direction, and that change in child rearing attitudes was positively related to the extent of exposure to group discussion.

A STUDY OF ATTITUDINAL CHANGE THROUGH LECTURE-DISCUSSION WORKSHOPS. Robinson, Russell D. and Spaights, Ernest. In Adult Education; v19 n3 p163-171. Spring 1969.

The fifty-city project Rearing Children of Good Will, sponsored by the National Conference of Christians and Jews and known in Milwaukee as Project Understanding, seeks to change parental attitudes and value systems believed to generate prejudice in children. Project Understanding's instructional methods include lectures, question-and-answer periods, small discussion groups, and a field trip. Although overall findings indicated no major trends or directions and random results were subject to interpretation, results do concur with other research indicating that education, income, age, and religion influence the probability of attitudinal change. This knowledge and evidence concerning methodological successes will influence future project planning, but many more answers to the problem of attitudinal change and appropriate methodologies are needed.

PARENTS LEARN THROUGH DISCUSSION; PRINCIPLES AND PRACTICES OF PARENT GROUP EDUCATION. Auerback, Aline B. Child Study Association of America, Inc., New York, N.Y. Available from John Wiley and Sons, Inc., 605 Third Avenue, New York, N.Y. 10016. 368p. 1968.

This source book on the philosophy, goals, and techniques of group parent education provides detailed and practical guidelines for setting up and conducting discussion groups for parents and expectant parents. Attention is also given to groups for parents whose children are physically or emotionally handicapped, unwed mothers, and adoptive parents. Considerable stress is put on the group experience of parents from low socioeconomic and educational backgrounds. Much first hand evidence is furnished on how parents can, and do, use educational group programs geared to their immediate situations and present needs. Appendixes include an outline for interviewing prospective participants, group records, and sample schedules of training institutes; there is a list of recommended readings.

PREVENTIVE INTERVENTION THROUGH PARENT GROUP EDUCATION. In Social Casework; 48(3)/161-165, 1967. Crow, Maxine S. 5p. 1967.

Parent education in small groups is effective in helping parents with the tasks of child rearing and in preventing potential problems. Such groups are organized on the basis of a common concern (physical handicap, similar age of children and so on), do not exceed 20 members, and meet eight to 12 weeks for 90-minute sessions. The subject matter arises spontaneously from parents within the group, and the parent educator focuses the discussion, adding the help of his own experience and training. Through group interaction, certain sources of anxiety are lessened, and deficits in the parent's feeling of self-worth and parental identity are modified. Group support, increased perspective and reality orientation, improved understanding of child development and family interaction, and a broader knowledge of alternative ways of dealing with family situations are all important to the process, which is aimed at freeing parents to make greater use of their capacity for healthy parental functioning.

PARENTAL INFLUENCE, YOUTH CONTRA-CULTURE AND RURAL ADOLESCENT ATTITUDES TOWARD NEGROES. Hough, Richard L, and others. Illinois University, Urbana, Ill. Agricultural Experiment Station; National Institute of Mental Health, Bethesda, Md. Revision of a paper presented to the Midwest Sociological Society, Omaha, Nebraska, April 19, 1968. EDRS Order Number ED 024 514, price MF $0.25, HC $0.80. 14p. June 1968.

High school students and heads of households in rural areas of Illinois were studied with respect to their attitudes toward Negroes. The hypothesis used was that a youth subculture or "contra-culture" did serve as an important socializing agent in forming the attitudes of students toward Negroes. Results indicated that there was only slight evidence of "contra-culture" tendencies and the student attitudes toward Negroes were in general the same as those held by the adults. It was concluded that strong family influence on children's attitudes toward minority groups still existed in these 2 rural areas.

BRIDGING THE GENERATION GAP. Moss, J. Joel. In Adult Leadership; v18 n4 p113-114, 124-125. October 1969.

AN EXPLORATORY ADULT EDUCATION PROGRAM FOR PARENTS AND THEIR CHILDREN OF SENIOR HIGH AGE TO IMPROVE COMMUNICATION IN THE HOME. Jackson, Norman Wentworth. Indiana University, Bloomington, Ind. University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106. Order No. 65-395, MF $2.75, Xerography $9.00. Ed. D. Thesis. 197p. 1964.

With groups each containing three teenaged boys, three teenaged girls, and one or both parents of these, this study tested three time patterns of group life which used participation training in group discussion to determine which was best for improving communication between parents and teenaged offspring. The time patterns were as follows: group 1 had a weekend retreat for six sessions followed by six weekly sessions; group 2 met twice weekly for six weeks; and group 3 met once weekly for twelve weeks. The sought-for outcomes were translated into behavioral terms based on sensitivity, acceptance, and freedom of expression; and a questionnaire was used to obtain the subjects' perceptions of how well they understood and communicated with one another and how accepting and supporting the climate of their conversations at home was. In only one instance did the data reach significant levels of confidence. At the end of the project, youths in groups 1 and 2 showed greater change than the adults but the difference did not reach a significant level. Groups 1 and 2 registered interpersonal change; group 3 did not.

A COMMUNITY WIDE PROGRAM OF FAMILY LIFE EDUCATION FOR PARENTS OF ADOLESCENTS. Gamble, Betty Roberts. Winthrop College, Rock Hill, S.C. M.S. Thesis. 93p. June 1963.

A study was made in the Kings Mountain area of North Carolina to determine the needs for family life education for parents of adolescents, to promote a suitable program, to evaluate possible outcomes, and to develop implications for further family life education. Enrolled in the four-week program, which met once a week in the local high school, were 228 parents and teenagers. Each meeting featured an address on an aspect of family life followed by group discussion. A questionnaire on attitudes toward family and personal living was given to 876 high school students. A family life attitude scale was adapted and a new instrument devised to test a sample group of 45 parents on knowledge gains and attitude changes. Community leaders in the professions served as advisers and instructors, and a committee of parents and youth publicized the program. Findings mainly suggest that the meetings increased parental knowledge without noticeably altering attitudes. On this basis, new high school and adult education programs have been planned or begun and research needs have been identified.

PROGRAMMES FOR PARENTS. Radley, Beryl. In Educational Television International; v2 n4 p315-319. January 1969.

The author, a producer for the British Broadcasting Corporation (BBC), discusses the nature of the problems involved in producing several educational television series intended to advise parents on the subjects of child rearing and child development.

FAMILY EDUCATION BY TELEVISION. Pickarts, Evelyn, and others. In Adult Leadership; v18 n3 p72-74. September 1969.

Provided by the Division of Adult Education of the Los Angeles City Schools, several successful family educational television classes covered such topics as parenthood and consumer education.

THE DEVELOPMENT OF STUDY MATERIALS FOR USE IN PARENT EDUCATION GROUPS. Ashby, Helen B. North Carolina University, Greensboro, N.C. Masters Thesis. 135p. 1959.

The purpose of this study was to write and test a study guide for use by parent education discussion groups. Forty-one mothers of preschool age children were used in an experiment lasting ten weeks, meeting for one hour each week. The conclusions after experimenting with the guide were -- (1) The guide should include other materials on how to use the guide, other areas of concern to parents of preschool children, and a selected bibliography, (2) The guide should present helps based on authoritative materials if used without a trained leader, but ideally there should be a leader with an interdisciplinary knowledge of child development and family life, (3) The guide must make it clear that no one pattern of discussion or procedure must be rigidly followed, and (4) The guide provided a means of keeping the discussion tied to the topic under consideration, and provided materials which the parent could have in hand for study and review. Appendixes contain a list of some events in the growth of child welfare and study in the United States from 1800 to 1930, the form used with the testing group, and a bibliography.

TEACHING AND LEARNING EXPERIENCES WITH FOSTER PARENTS; A REPORT ON WORKSHOP FOR FOSTER PARENTS UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. West Georgia College, Carrollton, Ga.; Georgia Department of Family and Children's Services. EDRS Order Number ED 031 655, price MF $0.25, HC $2.40. 46p. 1968.

A series of workshops for foster parents in Georgia was held, using the facilities of the counties' continuing education programs. Most of the attendants were foster mothers, primarily because the sessions were held during daytime hours. Films and readings were used to stimulate discussion of child care and development, and of particular problems of children who are separated from their own parents. The sessions were informal and the foster parents were particularly interested in discussing care of premature infants, discipline, adolescents, and health care. Evaluative comments were solicited and received from some of the participants for use in planning future sessions.

INTRODUCING FOSTER MOTHER TRAINING GROUPS IN A VOLUNTARY CHILD WELFARE AGENCY. Mills, Robert B., and others. In Journal of Child Welfare; v46 n10 p575-80. 6p. December 1967.

Formation of a foster mothers' group to discuss child-rearing issues was initiated as a supplement to existing caseworker home visits in a private children's agency. Twelve planned hour and a half sessions were conducted by a casework supervisor and psychologist assisted by a recorder-summarizer. Among objectives were to improve supervision of foster care by staff and provide the staff with a demonstration of group process methods to broaden professional skills. It was found that the training group provided significant feedback on foster care policies of the agency, increased communication between foster mothers and agency, heightened morale and identification, and provided an important sounding board for the mothers to test out and check their child-rearing practices.

B. CHILD STIMULATION THROUGH PARENT EDUCATION (PARENTS AS TEACHERS)

SELF HELP APPROACH: PARENTS AS TEACHERS. Gordon, Ira J. In Compact; v3 n6 p32-35. December 1969.

A Parent Education Program is developed in which a paraprofessional person teaches mothers a set of specific activities to enhance the intellectual and personal development of the child.

A STUDY OF THE EFFECTS OF A PARENT EDUCATION PROGRAM ON THIRD GRADE ARITHMETIC ACHIEVEMENT LEVELS. Mayes, Thomas A. Michigan State University, East Lansing, Michigan. University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order number 65-14,248, MF $3.00, Xerography $10.35. Ph.D. Thesis. 226p. 1965.

An attempt was made to measure the effectiveness of an experimental adult education project designed to help parents to supplement the individual attention children receive in their third year arithmetic classrooms. The project involved 139 families in four Flint elementary school neighborhoods during the 1962-63 school year. Kits containing instructions, games, and drills were sent to parents once a week for 30 weeks. Parents were invited to spend as much or as little time on the project as they chose. No materials were returned to the school and no grading was made on the work performed. Parents' performance was measured by comparing arithmetic means in Stanford Achievement test scores of children of the participating parents against those of children in the two previous third year classes in the same schools. Additional evaluation was made through a questionnaire distributed to parents. Interpretative data indicated achievement gains of eight months for one school, six months for two schools, and two months for the fourth school over their respective control groups. (The appendix includes copies of the Kuhlmann-Anderson test, the Stanford Achievement test, the letter sent to the parents, the experimental arithmetic program questionnaire, the take-home kit, and a bibliography.)

STRATEGY II TEACHES PARENTS TO TEACH CHILDREN. Kerckhoff, Richard K. In Journal of Home Economics; v60 n5 p346-9. May 1968. 4p.

Parent programs in coordination with preschool situations in cities such as Washington, D.C., Flint and Ypsilanti, Michigan, and New York City, attempt to teach low income mothers how to instruct their children. Such programs range from those which teach through informal observation of children to those with specific activities to be taught in the home situation. Teaching materials suitable for use with low income parent groups are published by the Federal Extension Service. Research such as that conducted by the Demonstration and Research Center for Early Education of George Peabody College for Teachers attempts to evaluate different approaches to this type of program. Further questions are raised for research in methodology, goals, content, leadership, recruitment and involvement of parents, and the role of parents as teachers.

AN APPROACH FOR WORKING WITH MOTHERS OF DISADVANTAGED PRESCHOOL CHILDREN. Karnes, Merle B, and others. Illinois University, Urbana, Ill. Institute for Research on Exceptional Children. EDRS Order Number ED 017 335, price MF $0.25, HC $1.00. 18p.

A preschool educational program was developed in which the only teacher for the child is his mother. It was hypothesized that mothers of low socioeconomic and educational level can contribute materially, with minimal but proper training, to the intellectual and linguistic development of their children. The training program for the mothers consisted of 11 weekly 2-hour sessions in which experienced preschool teachers worked with the mothers in preparing simple, inexpensive projects and materials to be used with the child, and instructed the mothers in how to use the materials. These mothers were paid $3.00 per session. Thirty children were involved, ranging in age from 39 months to 51 months at the time the 12-week program began. The children, half of whom were to be instructed by their mothers and half of whom were to receive no compensatory instruction, were initially matched on sex and intelligence quotient. All of the children received pre- and posttests on the Stanford-Binet, which measures intelligence level, and on the ITPA, which measures language ability. The test results showed that the instructed children gained significantly more in intelligence level over the 12 weeks than did the control children and also improved in linguistic functioning more than did the control group. The hypothesis was demonstrated to be accurate, but it cannot yet be concluded whether or not the gains can be sustained over the future.

A PARENT EDUCATION APPROACH TO PROVISION OF EARLY STIMULATION FOR THE CULTURALLY DISADVANTAGED. FINAL REPORT. Gordon, Ira J. Florida University, Gainesville, Fla. College of Education. November 30, 1967. EDRS Order Number ED 017 339, price MR $0.50, HC $6.00. 118p.

In intervention pilot program was developed to provide disadvantaged infants with stimulating experiences to help them achieve higher levels of intellectual development than might normally be expected in children from deprived homes. Fifteen disadvantaged women trained as "Parent Educators" went into 100 homes once a week for 40 weeks and taught mothers a series of perceptual, motor, auditory, tactile, and kinesthetic exercises which the mother was to introduce to her infant. It was also hoped that participation in the project would increase the mother's feelings of competence and self worth. The experimental infants were tested at 6 months on different developmental tests as were 25 infants in a matched control group. A second control group of 25 infants was tested as they reached 1 year of age. Results of the groups were compared to measure the effectiveness of the intervention program. In most instances, the experimental group showed greater development suggetting the value of early stimulation for the culturally disadvantaged. Parent Educators exhibited self-growth and responsibly filled their assignments. Measurement of the mothers' feelings proved to be a difficult task, with measures still being developed. Continued research is being done on an expanded parent education project now in operation.

EVALUATION, ADULT EDUCATION PROJECT, READING TECHNIQUES FOR PARENTS, 1965-1968. Los Angeles City Schools, Calif. Office of Research and Development. EDRS Order Number ED 023 017, price MF $0.25, HC $1.15. 21p. 1968.

During 1965-68, the Los Angeles City Schools conducted a community involvement reading program for parents, teachers, volunteer workers, and other adults interested in teaching children how to read. Twelve teacher hours of instruction were divided either into six two-hour or four three-hour segments. The reading method "Formula Phonics," is a learning theory approach to teaching, and uses an integrated word-attack system taught in a manner and setting which help remove a pupil's anxiety through his making correct responses. Comments from participants and principals indicated that (1) the project was highly effective in teaching adults the techniques of reading instruction, (2) the instructor's personality and the clear, interesting presentation of meaningful well-organized materials contributed greatly to program effectiveness, (3) the brevity of the courses did not permit some participants to practice and review their findings, and (4) home instruction was the major use of course learnings. It was recommended that the courses be continued and expanded and that additional research be done. The document includes samples of phonics materials.

REACHING THE HARD-TO-REACH; THE USE OF PARTICIPANT GROUP METHODS WITH MOTHERS OF CULTURALLY DISADVANTAGED PRESCHOOL CHILDREN. Wohlford, Paul and Stern, Harris W. Miami University, Coral Gables, Fla. Child Opportunity Program. EDRS Order Number ED 024 469, price MF $ 0.25, HC $0.45. Paper presented at the annual meeting of the American Orthopsychiatric Association, Chicago, Ill., March 1968. 7p. March 1968.

Thirteen Negro mothers of preschool children who attended a day care program participated in a series of six weekly meetings led by an educator and devoted to (1) discussion and demonstration of ways the mothers could expand their children's learning skills and (2) discussion of aspects of the mother-child relationship. The reason for these group meetings, called the participant small group method, was to attempt to reduce the conflict between the home environment and school environment of disadvantaged children. This reduction in conflict was to be accomplished by improving the emotional relations of the family and the cognitive-intellectual functioning of the family. In general, all of the mothers seemed quite concerned about their competency as mothers; but because of the small extent of the program's impact, it seems unlikely that it was very effective in modifying the mothers' behavior.

MOTHERS' TRAINING PROGRAM: THE GROUP PROCESS. Badger, Earladeen D. EDRS Order Number ED 032 926, price MF $0.25, HC $1.35. July 1, 1969. 25p.

This study hypothesized that mothers from a low socioeconomic area could be trained by teachers to implement an infant tutorial program using their one- to two-year-old children as subjects. The 20 mothers recruited were ADC recipients or met the OEO poverty definition. Mothers agreed to attend a 2-hour weekly class to learn teaching techniques to be applied at home. Meetings were divided between child-centered activities (presentation of educational toys and materials) and mother-centered activities (discussions on child management and birth control). The second year program suggested mothers use positive reinforcement, show increased interest in learning, and give children experience in problem solving. Study results showed that the infants made intellectual gains on the Stanford-Binet and ITPA. Mothers showed much interest in the 2-year program, attended regularly, and became involved in paraprofessional teaching and Head Start. Teacher observations during home visits indicated that mothers' attitudes changed positively in respect to teaching their infants. The study concluded that parents must be included in programs for the disadvantaged and that the time variable is crucial to attitude change since it was the second year before mothers developed the self-confidence to use at home what they had learned in class.

PRESCHOOL INTERVENTION THROUGH A HOME TEACHING PROGRAM. Weikart, David P. and Lambie, Dolores Z. In Disadvantaged Child; p435-500. 1968.

A project explores the feasibility of home teaching designed to develop cognitive skills of disadvantaged children. The basic procedure involved weekly home visits of one and half hours to each participating family. Direct tutoring was given the children, and child management skills were taught to the mothers. The data gathered indicated a significant increase in the general intellectual ability of the participants, as well as a reduction in the relationship between environmental variables usually considered to be predictors of intellectual functioning. However, the relationship was greatly increased for members of the control group. The greatest changes occurred in those children with mothers who were rated as hard and insensitive and were most resistant to the program. The lower the socioeconomic status of the children, the greater the increase in mental test scores. The pricipal reason given for this result was the limited term of the program.

EARLY CHILD STIMULATION THROUGH PARENT EDUCATION. FINAL REPORT. Florida University, Gainesville, Fla. College of Education. EDRS Order Number ED 033 912, price MF $1.00, HC $11.75. 233p. June 30, 1969.

A project investigated a way in which early intervention into the lives of babies might break the poverty cycle. Major objectives were to find out whether the use of disadvantaged paraprofessional women as Parent Educators of indigent mothers of infants and young children enhanced the development of the children and increased the mother's competence and sense of self-worth. Parent Educators each assigned to a graduate student supervisor, received five weeks of intensive preservice training and one day of inservice training weekly. The major treatment variable was instruction of the mother by the Parent Educator in stimulation exercises once a week, in the home, on a regular basis. (Exercises consisted of a systematic series of perceptual-motor-auditory-tactile-kinesthetic inputs based upon a review of the theory and research on cognitive and affective development in the earliest years.) At the end of the first year, children whose mothers had been involved in the project were superior to control children on both the Griffiths Mental Development Scales and on the series material designed as teaching materials for the project. At the end of the second year children whose mothers had been in the project from the beginning or whose mothers entered the program when their child was one year of age were superior on the series material to control children. The second objective was partially achieved.

TEACHING MOTHERS TO TEACH: A HOME COUNSELING PROGRAM FOR LOW-INCOME PARENTS. Orhan, Shije and Radin, Norma. Michigan University, Ann Arbor, Mich. School of Social Work. EDRS Order Number ED 028 819, price MF $0.25, HC $0.95. 17p. November 1968.

Twenty-four children attended a special half-day class when not attending regular kindergarten, and 12 of their mothers participated in a home counseling program. Children whose mothers were counseled achieved significantly higher on the Metropolitan Reading Test, and their mothers showed a significantly greater gain on the Cognitive Home Environment Scale. In biweekly home visits, parents were shown how to teach specific cognitive concepts to support school curriculum, to evaluate children's progress, and to motivate the children to become involved in the home education program. Approaches and techniques employed to abet parents' teaching skills are delineated in the report , and an evaluation of the program with recommendations for modifications are included.

RESEARCH, CHANGE, AND SOCIAL RESPONSIBILITY: AN ILLUSTRATIVE MODEL FROM EARLY EDUCATION. Gray, Susan W., and others. George Peabody College for Teachers, Nashville, Tenn. EDRS Order Number ED 032 922, price MF $0.25, HC $1.80. 34p. September 1, 1967.

The Demonstration and Research Center for Early Education (DARCEE) seeks to improve the educability of young deprived children through a tight interaction of research, training, and demonstration. One aspect of research involves intervention with families, including mother training, curriculum for the child, and home visits. Partial results indicate that the program is effective, with acceleration of development depending on the depth of intervention for each child. The teacher shortage in the subprofessional area is being solved by a program to train the trainers of aides. Focusing on the subprofessionals, but maintaining staff contiguity, an Ellis River project progresses in three phases: training of team leaders, training of team members, and in-service practice. Natural setting observations are made in the home and in the classroom to determine influences of a low income background. These influences sometime fail because of lack of direction, organization, and consistency.

C. LOW-INCOME GROUP

RECRUITING LOW-INCOME FAMILIES FOR FAMILY LIFE EDUCATION PROGRAMS; FOUR REPORT. Cannon, Dolly N. Child Study Association of America, Inc., New York, N.Y. EDRS Order Number ED 020 996, price MF $0.25, HC $1.50. Also available for $0.50 from the Child Study Association of America, Inc., 9 East 89th Street, New York, N.Y. 10028. 28p. July 1965.

The first of the four reports in this publication is a discussion of the methods used by the Child Study Association to recruit low-income parents for its family life education programs. The second report is a description of two parent education classes operated by the Los Angeles public schools. One of these classes is an evening class for parents of elementary school children and the other is a child observation class attended by mothers and their preschool children one morning per week. A third report tells of a broad community development program undertaken by the Oakland, California public schools and other community agencies. Eight specific parent education programs in Oakland are briefly described. A discussion of services offered by the Planned Parenthood Federation is given in the fourth report. These four reports were presented at the 1964 Annual Forum of National Conference on Social Welfare.

THE GARDEN STATE FAMILY-LIVING EXPERIMENT IN MIGRANT EDUCATION. Cross, Livingston. Glassboro State College, N.J. Adult Education Resource Center. 102p. May 1969.

This report descibes an experimental summer project in migrant family life education conducted through community centers in New Jersey by the State and the Adult Education Resource Center of Glassboro State College. The principal aim was the improvement of the environment of the migrant child by the upgrading of all the members of his family through literacy training, home management education,consumer education and orientation to occupational information. The document includes the evaluation summary reports of the participating community centers.

THE IMPACT OF PARENT EDUCATION THROUGH STUDY-DISCUSSION GROUPS IN A POVERTY AREA. Endres, Mary P. In Journal of Marriage and the

Family; v30 n1 p119-22. 4p. February 1968. Journal was formerly Marriage and Family Living.

An experimental parent education program was carried on in a mid-western school system for 181 low income Negro (75%), Spanish speaking (17%), and Caucasion (8%) parents. Trained professional and lay leaders employed study-discussion techniques in eight meetings using specialized content. At the end of the course, a questionnaire obtained parents' responses on the value of the course, use made of learnings, and changed feelings. Responses contrasted with child-rearing patterns of poor families reported in the literature. It was found that parents profitted from nurturance of small groups and listened to their children, thought about reasons before punishment, controlled tempers, encouraged their children, and showed affection for them.

HELPING LOW-INCOME FAMILIES THROUGH PARENT EDUCATION, A SURVEY OF RESEARCH. Kraft, Ivor and Chilman, Catherine S. U.S. Department of Health, Education, and Welfare. Children's Bureau. EDRS Order Numer ED 014 041, price MF $0.50, HC $4.05. 79p. 1966.

The Child Life Studies Branch of the Children's Bureau made an informal survey of parent education for low-income families in the United States in 1961 to 1963. Parent education is designed to improve housekeeping, strengthen interfamily relationships, reinforce family-school understanding, and improve personal skills. Practitioners recommend a bold and assertive style of leadership and the maintenance of frankness and trust. As a result of the survey and reports of the programs, it was found that some programs had been successful, including discussion groups, recreational, social, and workshop type activities. Activity programs seemed to be more successful than discussion. Workers reported difficulties in organizing and sustaining programs. The absence of objective methods of evaluation made it impossible to report on the overall effectiveness of the parent education programs. Success was frequently gauged not according to announced practical goals but according to certain inferred therapeutic side-effects of participation, such as self-confidence. A few demonstration projects offered slight or no evidence that parent education is effective in altering attitudes or behavior of low-income families. Highly experienced parent educators should not undertake such efforts except on the basis of careful and clearly adequate resources.

MISSIONARIES OR EDUCATORS? PARENT EDUCATION FOR POVERTY FAMILIES. Borstelman, L.J. Community Mental Health Journal; v5 n2 p149-55. April 1969.

An adequately designed parent education program must provide answers to four central issues: Specification of the goals to be accomplished; the message to be conveyed to the parents; the most appropriate method to effect the desired change; and some definitive evaluation of change related to parent participation. These four issues are considered with reference to a demonstration program of parent education for mothers of first-grade children in middle and lower-class, white and Negro families. Implications for programs with poverty families are suggested.

HEAD START PARENTS' ADULT BASIC EDUCATION PROJECT, NEW YORK CITY. Final Report. Drescher, Ruth. New York State Education Department. Bureau of Basic Continuing Education. U.S. Office of Education. Division of Adult Education Programs. EDRS Order Number ED 018 761, price MF $0.25, HC $2.95. 57p. March 1968.

A 100-hour education project attempted to raise the educational level of parents of Head Start children in New York City during July and August 1967. None of the 1,448 registrants read beyond eighth grade level, most were non English speaking, and 38 percent were native born. The staff -- director, guidance and curriculum supervisors, ten teachers-in-charge,90 teachers, and ten guidance counselors -- had a short inservice training program. Social living (parent-child relationship, health, money management, home safety, nutrition, and civic responsibility) and communication skills were taught through films and teacher-prepared and commercial materials. A pilot study in which a bilingual teacher taught reading simultaneously in English and Spanish seemed to facilitate learning and improve aural discrimination and accent elimination. Guidance stressed helping the parent to help her child. The gains in reading and arithmetic, measured by pre and post tests, were estimated at two school months. Teachers noted improved behavior of children whose parents attended the classes. The program was evaluated by teacher and student surveys and by two outside educators. (Document includes the outside evaluation including results and interpretation of tests, teachers' and consultants' ratings, questionnaires, budget, and suggestions for future programs.)

WORKING WITH HEADSTART PARENTS IN PUBLIC SCHOOLS; A COMMUNITY AGENCY-SCHOOL APPROACH. Goldberg, Sidney J. In Adult Leadership; v17 n8 p344-6+. February 1969.

The philosophy of Project Head Start can become reality through cooperation with community agencies who can provide much needed skill and staff know-how. This article describes a school-community agency approach to programing with Head Start parents which involved university extension home economists, a public school, and a school social worker.

FACTORS ASSOCIATED WITH THE OCCUPATIONAL ASPIRATION AND EXPECTATION LOW SOCIO-ECONOMIC MOTHERS HOLD FOR THEIR CHILDREN. Postell, Anne Johnson. North Carolina State University, Raleigh, N.C. M.Ed. Thesis. 110p. January 1968.

This study was to determine the levels of occupational aspiration and expectation low socio-economic mothers hold for their children and the relationship of such levels to the factors of age, level of formal education, number of children, and anomia (social isolation). Data were collected by means of personal interviews. Subjects were 125 rural Negro mothers between the ages of 15 and 49 whose eldest child was in school. Low socio-economic mothers were chosen to gain an insight into their patterns of occupational choice and consequent level of education desired for their children. Factors associated with occupational aspiration and expectation for their children were educational level and number of children. Anomia was not signigicantly associated with the levels of aspiration and expectation. (Appendixes include the questionnaire used in interviewing and tables.)

A TRAINING PROGRAM FOR MOTHERS. Horton, Dell M. George Peabody College for Teachers, Nashville, Tenn. EDRS Order Number ED 017 334, price MF $0.25, HC $0.35. 5p.

Four objectives were described as part of the training program for mothers. Step 1 was to establish parental cooperation explaining the need for interaction between mother and child. Step 2 was to erase some of the tension, fear, and frustration that was aroused when mothers knew they would be tested before the program was underway. Step 3 was to give mothers an overall view of the variables perceptual and conceptual, as well as attitudinal development in persistence, tolerance and delay of gratification. Step 4 was to help mothers understand the development of their children as the process of a series of systematic experiences being linked together to form a complete pattern of skills and understanding. Phase 1 of the program in the classroom consisted of orientation and directed observation. Phase 2 consisted of demonstration and role play. Phase 3 consisted of classroom participation with minimal structure. Phase 4 consisted of instructional participation in the classroom. These 4 phases of involvement began to yield immediate results.

The mothers began to be curious and to ask questions. The data from the research indicated that such a program can have a marked effect upon the mothers from disadvantaged backgrounds. For example, several mothers returned to school. Also, several families planned to leave federal housing to buy their own homes.

PARENT EDUCATION -- AN ESEA PILOT PROGRAM. Green, Reva and Marshall, Marion. In Journal of Secondary Education; v43 n3 p126-30. March 1968.

Funded as part of an ESEA grant, a parent education program is being conducted in the Los Angeles city schools. It is designed specifically for the parents of junior and senior high school children living in disadvantaged areas and is aimed at involving parents in school affairs by helping them to better understand their children.

AN OVERVIEW OF PROJECT ENABLE. Manser, Ellen P., and others. This document was reprinted from Social Casework, December 1967. 8p.

Project ENABLE (Education and Neighborhood Action for Better Living Environment) was a one-year project funded by the Office of Economic Opportunity in September 1965 in which voluntary service agencies in 59 cities mounted programs to help poor parents improve child rearing practices, use existing community resources, and identify their most pressing needs through discussion groups and neighborhood contacts. Representatives of three national organizations -- Family Service Association, Child Study Association, and National Urban League -- worked together to plan the overall program and develop the staff training curriculum. In the training phase, 138 professional staff members were trained in six area institutes in group leadership, community organization, working with poor parents, institutional forces in poverty community, team approach, and orientation and supervision of social work aides. More than 200 individuals recruited from the neighborhoods to be served and trained on the job, worked as social work aides. The ENABLE experience showed that a team approach can be highly effective in dealing with human problems, nonprofessional staff members can provide valuable service, and within poor neighborhoods there is an untapped reservoir of strength and motivation that can make an important contribution to an attack on individual and community problems.

THE EVALUATION OF PROJECT ENABLE. Simulmatics Corp., Cambridge, Mass. OEO-1272. Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (PB-176-881, MF $0.65, HC $3.00). Ph.D. Thesis. 272p. July 1967.

In this evaluation study of Project ENABLE, the basic question was whether low-income parents can be reached by family life education discussion groups. The research involved about 11,600 personal interviews with parents and about 6,200 records of group attendance and service to the parents. A substantial number of low-income parents (median annual income $3,416), almost all urban, were being reached by the groups. Participants were slightly more likely to be communicators and joiners, and less likely to be individualistic, independent, and enterprising, than nonparticipants. Most attendees were women; 22% of the parents came to six or more meetings, thus accounting for about half the total attendance. Out of 99 items on changes in attitudes, information about resources, use of resources, and other criteria as reported by parents, 55 were statistically significant. Changes were generally not large but were meaningful and reasonably consistent. Community activities and manifestations of leadership ability also resulted. For most of the agencies and affiliates participating in the project, the experience was positive in terms of closer cooperation and identification with, and more effective service to, the poor.

NOTE ON AVAILABILITY

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